

MASSACHUSETTS  
STATE TEACHERS COLLEGE  
AT  
BRIDGEWATER

Established 1840



1932







ADMINISTRATION BUILDING

# Commonwealth of Massachusetts

## DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

### Members of Advisory Board

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio*

#### Term expires

1932. SARAH LOUISE ARNOLD, Riverbank Court, Cambridge.  
1932. MRS. ELLA LYMAN CABOT, 101 Brattle Street, Cambridge.  
1933. ARTHUR H. LOWE, Fitchburg.  
1933. WALTER V. McDUFFEE, Central High School, Springfield.  
1934. A. LINCOLN FILENE, 426 Washington Street, Boston.  
1934. THOMAS H. SULLIVAN, Slater Building, Worcester.  
GEORGE H. VARNEY, *Business Agent*.  
ARTHUR B. LORD, *Supervisor of Office Organization*.

### Division of Elementary and Secondary Education and Teachers Colleges

FRANK W. WRIGHT, *Director*

- BURR F. JONES . . . . . *Supervisor of Elementary Education.*  
FRANK P. MORSE . . . . . *Supervisor of Secondary Education.*  
ARTHUR B. LORD . . . . . *Research and Statistics.*  
HARRY E. GARDNER . . . . . *Registration of Teachers.*  
CARL L. SCHRADER . . . . . *Physical Education.*  
ALMA G. PORTER . . . . . *Assistant in Physical Education.*

### FACULTY

#### The Teachers College

- ARTHUR C. BOYDEN, *President* . . . . . *History and Principles of Education*  
A.B., A.M., L.H.D., Amherst; Ed. D., Rhode Island Teachers College  
HARLAN P. SHAW . . . . . *Physiography and Science*  
4 years Bridgewater; Lowell School of Science; Harvard  
CHARLES E. DONER . . . . . *Supervisor of Penmanship*  
Zanerian College; Denison University  
BRENELLE HUNT . . . . . *Psychology and School Administration*  
4 years Bridgewater; Harvard; Columbia  
LOUIS C. STEARNS . . . . . *Greenhouse and School Gardens; Garden Club;*  
Bussey Institute, Harvard *Civic Biology*  
JOHN J. KELLY . . . . . *Dean of Men; Practical Arts*  
Fitchburg Normal School; Boston University  
JOSEPH I. ARNOLD . . . . . *History, Sociology, and Economics*  
A.B., Centre; A.M. Harvard, Columbia  
FRANK A. CROSIER . . . . . *Instructor in Physical Education*  
Springfield College  
GEORGE H. DURGIN . . . . . *Mathematics and Science*  
A.B., Ed.M., Harvard  
PAUL HUFFINGTON . . . . . *Geography*  
B.E., Normal University, Illinois; A.M., Clark  
L. ADELAIDE MOFFITT . . . . . *Reading; Dramatic Club*  
West Chester, Pennsylvania; School of Expression; Harvard; Columbia;  
Boston University  
FRILL G. BECKWITH . . . . . *Handicrafts*  
Sloyd Training School; University of Michigan  
MARY A. PREVOST . . . . . *Supervisor of Drawing*  
Industrial Art School; Museum of Fine Arts  
FRIEDA RAND . . . . . *Supervisor of Music; Glee Club; Orchestra*  
A.B., Mount Holyoke  
S. ELIZABETH POPE . . . . . *Dean of Women; Ethics*  
Framingham Normal School; B.S., A.M., Columbia  
EDITH H. BRADFORD . . . . . *French; French Club*  
A.B., Tufts; Middlebury; Harvard; Paris  
PRISCILLA M. NYE . . . . . *Drawing*  
Graduate of Massachusetts School of Art



M. KATHARINE HILL	<i>Literature</i>
B.L.I., Emerson	
JULIA C. CARTER	<i>Supervisor of Librarian Course; Librarian; Library Club</i>
A.B., Middlebury; New York State Library School; Bread Loaf School of English	
RUTH E. DAVIS	<i>English Expression</i>
Bridgewater; B. S., M.A., Boston University	
OLIVE H. LOVETT	<i>English Expression</i>
A.B., University of Montana; Ed.M., Harvard	
LOIS L. DECKER	<i>Supervisor of Physical Education</i>
A.B., University of Wisconsin; A.M., New York University	
ALICE B. BEAL	<i>Supervisor of Observation and Practice Teaching; General Method</i>
Bridgewater; B.S., New York University	
CORA M. VINING	<i>Library Assistant</i>
B.S. in Ed., Bridgewater; Simmons	
MARY V. SMITH	<i>History and Social Science</i>
Worcester Normal School; B.S. in Ed., Ed. M., Boston University; Columbia	
MARY ISABEL CALDWELL	<i>Instructor in Physical Education</i>
B.S., University of Wisconsin	
E. IRENE GRAVES	<i>Biology and Nature Study; Science Club</i>
A.B., Elmira College; A.M., Columbia; Syracuse University; Cornell University	
IVA V. LUTZ	<i>Elementary Methods and Practice</i>
Gorham Normal School; B.S.E., Columbia	

### The Training School

MARTHA M. BURNELL, *Principal*

NELLIE M. BENNETT, Grade 6	LUCY B. BRALEY, Grade 3
NEVA I. LOCKWOOD, B.S., Grade 6	CHARLOTTE H. THOMPSON, Grade 3
JANE BENNETT, Grade 5	GLADYS L. ALLEN, Grade 2
A. MABELLE WARNER, Grade 5	GERTRUDE M. ROGERS, Grade 2
LOUISE H. BORCHERS, B.S., Grade 4	GRACE E. SMITH, Grade 1
HELEN E. SLEEPER, Grade 4	FLORA M. STUART, Grade 1
MARY L. MARKS, Kindergarten	

### Administration

BERNICE H. GEYER (MRS.), *Principal Clerk*  
HAZEL L. TERRY (MRS.), *Senior Clerk*  
DORIS I. HADLEY, *Junior Clerk*  
HARRIET F. BIXBY (MRS.), *Dormitory Matron*  
JEAN C. HAGGART, *Resident Nurse*  
THOMAS E. ANNIS, *Chief Engineer*

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**CALENDAR**

**1931-32-33**

**1931-32, Winter Term**

December 14, Monday .....	Beginning of Winter Term
December 24-January 4, 9.30 A.M. ....	Christmas Recess
February 20-29, 9.30 A.M. ....	Winter Recess
March 18, Friday .....	Close of Winter Term

**1932, Spring Term**

March 21, Monday .....	Beginning of Spring Term
March 25, Friday .....	Good Friday
April 16-25, 9.30 A.M. ....	Spring Recess
May 30, Monday .....	Memorial Day
June 2-3, Thursday and Friday .....	First Entrance Examinations
June 19, Sunday, 4.00 P.M. ....	Baccalaureate
June 20, Monday, 2.00 P.M. ....	Graduation Exercises

**1932, Fall Term**

September 7-9 (incl.) .....	Conference of Faculties of Massachusetts State Teachers Colleges
September 12, Monday .....	Training School Opens
September 12-13, Monday and Tuesday	Second Entrance Examinations; Freshman Health Examinations; Registration
September 14, Wednesday, 9.15 A.M., Auditorium .....	Teachers College Opens
October 12, Wednesday .....	Columbus Eay
November 11, Friday .....	Armistice Day
November 23, Wednesday noon, to November 28, Monday, 9.30 A.M. .	Thanksgiving Recess
December 9, Friday .....	Close of Fall Term

**1932-33, Winter Term**

December 12, Monday .....	Beginning of Winter Term
December 24-January 3, 9.30 A.M. ....	Christmas Recess
February 18-27, 9.30 A.M. ....	Winter Recess
March 17, Friday .....	Close of Winter Term

**Sessions**

Sessions are from 9.15 o'clock A.M. to 12.30 o'clock P.M., and from 1.30 o'clock P.M. to 3.25 o'clock P.M. There are no sessions on Saturday.

**Telephones**

The college may be reached by telephone through the following numbers of the Bridgewater exchange:

President's Office, 422-2

Business Office, 422-4

Dean's Office, Woodward Hall, 155

Training School, 410

Principal's Residence, 359

Steward's Office, 162-3

Power Plant, 175-4

Normal Hall (pay station), 8063

Woodward Hall (pay station), 8118

Gates House, 204

# STATE TEACHERS COLLEGE

BRIDGEWATER, MASSACHUSETTS

## HISTORICAL STATEMENT

1840-1932

The impulse toward Normal Schools in Massachusetts came from Prussia and France. The name, "Normal School", came from France (*école normale*). The impetus to their establishment was given by the heroic efforts of such men as James G. Carter, Reverend Charles Brooks, and Horace Mann. The gift of \$10,000 by Honorable Edmund Dwight of the Board of Education made possible the establishment of the first group of Normal Schools, Lexington and Barre in 1839, Bridgewater in 1840. These towns offered the use of certain buildings and model school opportunities. The first principal at Bridgewater was Nicholas Tillinghast (1840-53), a West Point graduate and professor, who developed a professional program for the preparation of teachers.

The length of the course was at first variable—one year in 1846, one and one-half years in 1855, and two years in 1865. The Normal Schools were originally established to furnish teachers for the "Common Schools." In 1869-70 a four-year course was organized in the four schools to train teachers for the higher grades. This early course continued at Bridgewater with a slight interim (1917-21) till the degree courses were authorized in 1921.

In 1846, the State erected the first Normal School building at Bridgewater. Forty friends of Horace Mann had pledged themselves to furnish \$5,000, provided the State would furnish a like sum. At the dedication of this building (August 19, 1846), Horace Mann uttered these prophetic words: "Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres". Shortly afterward a similar building was dedicated at Westfield.

This school has gone through four rather definite periods of development. In the *first period*, 1840-60, the art of teaching was emphasized. Advanced subject-matter, carefully worked out plans for conducting class exercises, and skilful teaching under criticism, formed the program of the new "teaching institution".

In the *second period*, 1860-90, psychology became the master science in the Normal Schools, and logical courses of study in all the branches naturally followed. New courses in music, drawing, and manual arts, laboratory science, and the social studies took their place with the older subjects. The four-year course took a leading position in the school, and a school of observation was established in 1880. A continuous building program followed the rapidly growing enrolment. This included three enlargements of the original school building in 1861, 1871, and 1881; a dormitory in 1869 and its enlargement in 1873; also an increase in the grounds from  $1\frac{1}{4}$  to 14 acres, including a campus (Boyden Park), Normal Grove, and a sewage farm.

The *third period*, 1890-1909, opened with the new brick buildings adapted to the modern normal school with its fully organized training school. Large brick dormitories followed, and the new Albert Gardner Boyden Gymnasium building (1905) made possible the modern physical education. This was the active period of teachers' institutes, in which many of the faculty took leading parts. During this period the widespread nature study movement developed, culminating in the natural science garden (1907), and finally in the Stevens greenhouse (1910).

The *fourth period*, from 1910 onward, marks the rapid growth of the junior high school movement, with the consequent development of the four-year normal course, culminating in the degree-granting power (1921). In 1929, the minimum elementary course was extended to three years, and, in 1931, the minimum junior high course was made four years. In 1932, the State designated these institutions as teachers colleges.

The increased enrolment and differentiation of courses led to a gradual raising of the entrance requirements, till a quota system and an evaluation entrance standard was established.

Following the disastrous fire of December, 1924, new buildings were erected which made possible a distinctively professional equipment. This building program included the Normal School building, a separate Training School building, Gates' dormitory, and the central heating and electrical plant.



The grounds cover 25 acres, on which are situated nine buildings of modern type. The campus and children's playground are equipped as an outdoor gymnasium.

During this period a comprehensive system of extra classroom activities has been organized to prepare teachers for similar work in the schools of the State. A well-organized student cooperative association, under the guidance of the deans, deals with the various activities of a large institution. A plan of annual graduate conferences has been in successful operation; these conferences aid the younger teachers in meeting their problems.

### **Fundamental Purpose of a Teachers College**

Modern education is based on two principles:

1. The school should reproduce life situations. The subjects should be chosen because of their life values; the methods of study and development should be socialized and at the same time individualized.

2. The nature of children and youth should be the teacher's guide. Work should start with the pupil's native instincts and capacities; subject-matter should be of the nature to prompt self-activity, that is, it should be motivated.

The teachers college is a professional school. Theory is constantly linked with the actual practice in training.

The aim of the work is distinctive:

1. To see that the students know thoroughly the subjects that are to be taught.
2. To teach them how to teach the children the subjects they know well themselves.

3. To prepare them to study the development of the child's mind and adapt the instruction to the stages of growth.

4. To give them such cultural study as will lead to their own professional development as well as to prepare them to become useful members of society in the communities where they teach.

### **Essential Qualifications of Prospective Teachers**

Young people who desire to enter upon this form of public service should have the following equipment:

1. They should be physically and temperamentally fitted for the work of teaching.
2. They should have a real love for teaching based on a genuine love of children and youth.

3. They should have reasonable intellectual ability, as shown in their high school records.

4. They should have adaptability and tact in meeting situations and people.

5. They should have some degree of leadership, including initiative and organizing power. This is manifested in the school work and in the extra-classroom activities.

6. They should have the saving grace of common sense.

Candidates lacking these qualifications can hardly hope to make a success of teaching. The high school authorities estimate these qualities in the papers that they fill out for the candidates.

## ADMISSION REQUIREMENTS

The following are the specific conditions for admission as adopted by the Department of Education.

**I. APPLICATION FOR ADMISSION.**—Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to a State Teachers College" and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the teachers college. It should be filed as soon after January 1 of the senior year of the applicant as is convenient and must be filed by June 15 of that year.

**II. BLANKS TO BE FILED BY THE HIGH SCHOOL PRINCIPAL.**—The principal of the high school is expected to fill out two blanks—one giving the high school record for each year and the other a rating of personal characteristics—and send them to the president of the teachers college.

**III. GENERAL QUALIFICATIONS.**—Every candidate for admission as a regular student must meet the following requirements:

1. *Health.*—The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. Each applicant must pass a satisfactory physical examination before final admission can be gained.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.*—The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

### IV. SCHOLARSHIP REQUIREMENTS.

*Effective in September, 1932.*—Of the 15 units that can be presented for admission in 1932, 10 must be selected from the list given below (cf. IV, 2, d), but must include the 6 units listed below as "Prescribed" and 4 units from those listed as "Limited Electives"; the 5 additional units may consist of any work which the high school will accept as meeting its graduation requirements.

*Effective in September, 1933, and thereafter.*—Of the 15 units presented for admission in 1933 and thereafter, 12 must be selected from the list given below (cf. IV, 2, d) and must include the 6 units listed below as "Prescribed" and 6 units from those listed as "Limited Electives"; the other 3 units may be "Free Electives".

**PRESCRIBED** (6 units beginning in September, 1932)

English .....	3 units
United States History .....	1 unit
Mathematics .....	1 unit
Science .....	1 unit

**LIMITED ELECTIVES** (4 units in 1932; 6 units in 1933 and thereafter). To be selected from the following:

English .....	1 unit
Foreign Language .....	2, 3, or 4 units
History and Social Science .....	1 or 2 units
Mathematics .....	1 or 2 units
Science .....	1 or 2 units
Fine and Practical Arts .....	1 unit
Commercial Subjects .....	1 unit

(Typewriting not accepted without stenography)

**FREE ELECTIVES** (5 units in 1932; 3 units in 1933 and thereafter). These units may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification by the high school or by examination by the college.

1. *Certification* may be granted for work of B or A grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A high school or is in the upper half of the graduating class of a Class B high school. To be admitted by certification alone, the candidate must present work of B or A grade as follows: in 1930, 1931, 1932, 10 units; in 1933 and thereafter, 12 units.

## 2. *Examination*

a. Any candidate who is a graduate of a Class A or Class B high school whose record does not entitle him to certification for at least 5 units is required to secure credit by examination for 12 units of work.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units, provided the 5 additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

c. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

d. Examinations for this purpose will be offered by the teachers college in the following subjects.

### ENGLISH

English Literature and Composition .....	3 units
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### SOCIAL STUDIES

American History and Civics .....	1 unit
Community Civics .....	$\frac{1}{2}$ or 1 unit
History to about 1700 .....	1 unit
European History since 1700 .....	1 unit
Economics .....	$\frac{1}{2}$ unit
Problems of Democracy .....	$\frac{1}{2}$ or 1 unit
Ancient History .....	1 unit
English History .....	1 unit
Medieval and Modern History .....	1 unit

### SCIENCE

General Science .....	$\frac{1}{2}$ or 1 unit
Biology, Botany, or Zoology .....	$\frac{1}{2}$ or 1 unit
Chemistry .....	1 unit
Physics .....	1 unit
Physical Geography .....	$\frac{1}{2}$ or 1 unit
Physiology and Hygiene .....	$\frac{1}{2}$ or 1 unit

### FOREIGN LANGUAGE

Latin .....	2, 3, or 4 units
French .....	2 or 3 units
Spanish .....	2 units
German .....	2 or 3 units

### MATHEMATICS

Algebra .....	1 unit
Arithmetic .....	1 unit
Geometry .....	1 unit
College Review Mathematics .....	1 unit

### COMMERCIAL SUBJECTS

Stenography (including Typewriting) .....	1 or 2 units
Bookkeeping .....	1 unit
Commercial Geography .....	$\frac{1}{2}$ or 1 unit
Commercial Law .....	$\frac{1}{2}$ unit



## FINE AND PRACTICAL ARTS

Home Economics .....	1 or 2 units
Manual Training* .....	1 unit
Drawing .....	½ or 1 unit
Music .....	1 unit

V. FINAL SELECTION BY EVALUATION.—When the number of qualified (by certification or examination) applicants on July 1 for any State Teachers College, or the Massachusetts School of Art, is in excess of the number that can be admitted, the scholarship record and ratings of the personal characteristics of all applicants will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the college.

The foregoing rules with reference to the distribution and certification of subjects will still be in force. An evaluation of the scholarship (for each year) and personality records of students, as received from the high schools, will be made on the following basis:

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, a mark of "A" will be allowed 5 points; "B", 4 points; "C", 3 points; "D", 2 points.

## Place, Time, and Division of Examinations

Entrance examinations may be taken in June and September at any State Teachers College (including the Massachusetts School of Art) at the convenience of the applicant. Because of the limited Freshman quota, applicants depending upon credits to be won in the September examinations will probably be unable to enter until the following school year. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

## Schedule of Examinations for 1932

## JUNE 2 AND SEPTEMBER 12

8.30–10.30	English Literature and Composition
10.30–12.30	Latin; Commercial Subjects
1.30– 4.30	Social Studies

## JUNE 3 AND SEPTEMBER 13

8.30–10.30	Mathematics
10.30–12.30	French, Spanish, German
1.30– 3.30	Science
3.30– 5.00	Fine and Practical Arts

(Candidates are not required to register earlier than the hour of the first examination they wish to take.)

## Advanced and Special Students

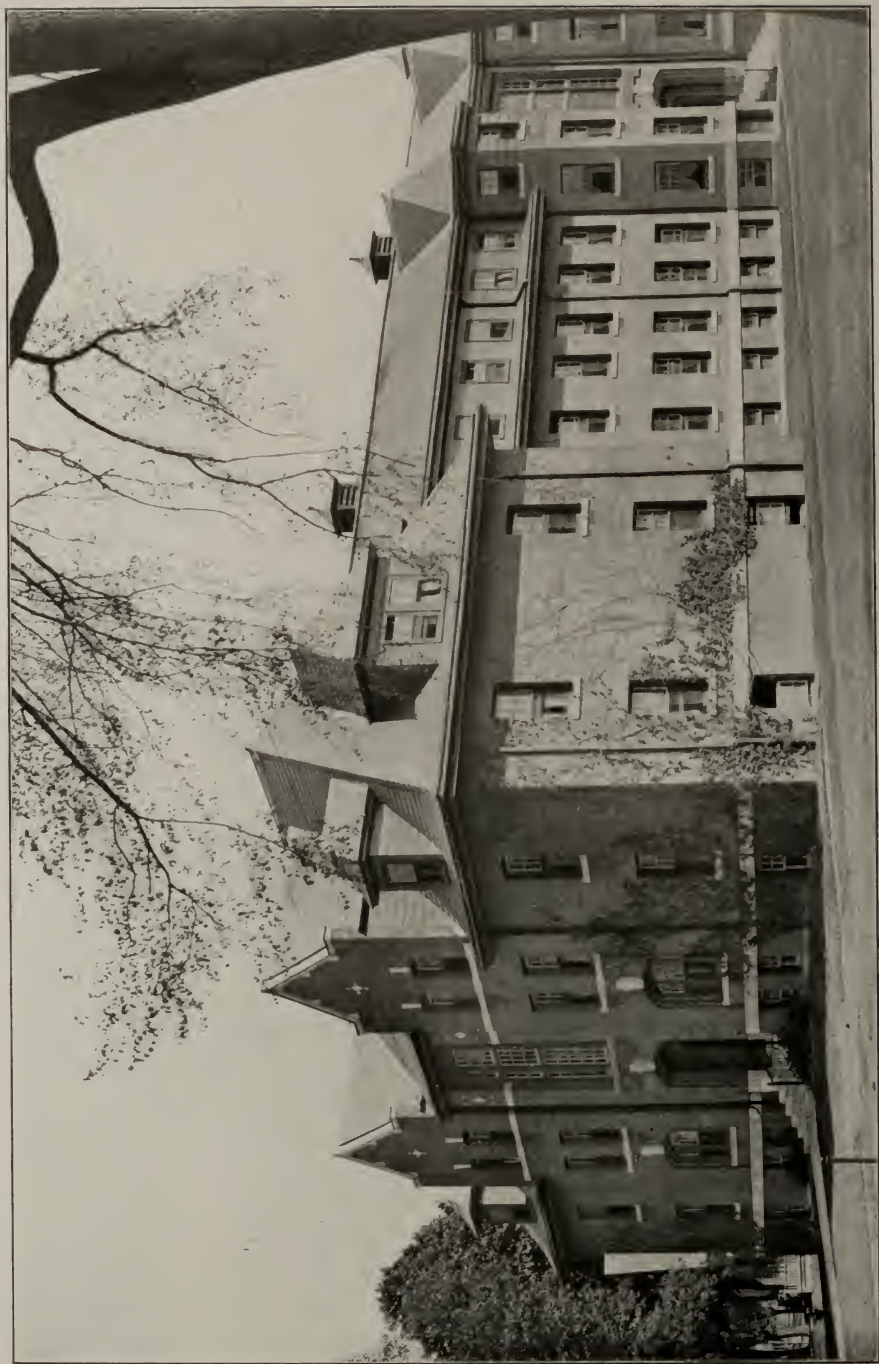
1. A graduate of a normal school, or of a college, may be admitted as a regular or advanced student, under conditions approved by the Department.

2. When any teachers college, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the president as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

\*To be accepted for admission to the Practical Arts course at Fitchburg and the Massachusetts School of Art only.







WOODWARD HALL

## GENERAL INFORMATION

Bridgewater is one of the pleasantest and most healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston, on the New York, New Haven & Hartford Railroad. The buildings and grounds of the State Teachers College are attractively located near the center of the town, ten minutes' walk from the railway station.

## Expenses

*Registration fee.* A registration fee of \$20 is payable by each student. \$10 is due in September, before registration in any classes, and \$10 is due on February 1. This fee is not refunded to those students withdrawing after the first week.

*All students* are required to pay a fee of \$2 per year to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is payable at the opening of the college year.

*Board.* Rates for board and room are fixed by the State Department of Education. The rate for this college year is \$325, payable promptly in advance, the first payment to be made before a room is assigned. Payments are due as follows:

At the opening of the college year in September . . .	\$100
December 1 . . . . .	75
February 1 . . . . .	75
April 1 . . . . .	75

An extra proportionate charge is made for board during the regular vacation periods.

Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge.

*Payments must be strictly in advance, and should be made without the presentation of bills. A diploma will not be granted until all bills are paid.*

Checks should be made payable to State Teachers College at Bridgewater, and when sent by mail should be so addressed.

*Tuition.* To residents of Massachusetts tuition is free. Residents of other states may be admitted upon the payment of tuition at the rate of \$200 a year, one-half of which amount is payable at the beginning of each half-year; provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

*Other expenses.* Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately \$6 for women and \$8 for men.

Students purchase their own notebooks, writing materials, art materials, gymnasium outfit, and all supplies carried away for their future use.

*The required gymnasium outfit for women,* consisting of special uniform and shower towels, costs approximately \$17. Full description, with blanks for ordering, is sent out with notification of admission. *Shower bath equipment* consists of special, large Turkish towels, to be used as bathrobe and towel; bathing cap; soap and soap dish.

*The required gymnasium outfit for men* consists of maroon running pants, white, sleeveless gymnasium shirt, maroon jacket, and sneakers. It is advisable to have two gymnasium shirts.

## Pecuniary Aid

The State makes an annual appropriation of \$4,000 for all of the teachers colleges to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given to students from the town in which the college is located. Applications are to be made to the president. Applicants are expected to render reasonable service for the aid provided.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the college, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

### Residence Halls

There are three residence halls for women on the campus—Woodward Hall has eighty-four rooms; Gates House, a dormitory of the cottage type, has nine rooms; and Normal Hall has thirty-seven rooms, and the central dining room is also located here.

Each dormitory is heated by steam and lighted by electricity. There are attractive reception rooms as well as rooms for recreational purposes in each. *Students are not allowed to use electric irons or cooking equipment in their rooms*, but special rooms have been equipped to be used for laundry and kitchenette purposes. *Special permission must be obtained for the installation of radios.*

Rooms in these halls are supplied with furniture, including mattresses, pillows, and rugs. Students are required to bring napkin ring, two clothes bags for laundry, bath mat 36 inches by 24 inches, towels, window curtains, bureau covers, and bed covering for single beds. The bed covering should include at least a mattress cover, four sheets 60 inches by 108 inches, three pillow cases, two pairs of blankets, a spread, a couch cover, and two couch pillows. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each college year, preference in choice being given to those who have been longest in the college.

Candidates for admission who have applied for rooms in advance may select their rooms on September 13, after the initial payment of \$100 at the Business Office. The order of choice is determined by lot.

*Rooms for men* are arranged for in private houses near the campus. Assignments are made by the dean of men only, from an approved list. Men who wish to take their meals in the central dining hall may make arrangements to do so.

### Absence

Regular and punctual attendance is required of every student. Each case of prolonged absence on account of illness is dealt with individually. The advantages of the teachers colleges, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use.

*Students must not make arrangements involving absence from any exercise without previously obtaining permission, and must return punctually after any recess or vacation.* Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the college, he must return any of its books or other property which he may have, and receive regular dismissal from the president, otherwise he must not expect to receive any indorsement from the college.

### Conditions for Graduation

Each student, who faithfully and honorably completes the full curriculum of any department shall, upon the recommendation of the president and with the approval of the Commissioner of Education, receive a diploma of graduation signed by the Commissioner of Education and the president of the teachers college.

### Student Activities

*The Student Cooperative Association.* All of the students are members of this association. Through its various branches the details of the plan of student cooperative government are organized and all extra-classroom activities integrated. The Association appoints a Hospitality Committee each year, whose primary duty is to welcome and assist new students upon their arrival.

*Other Organizations and Clubs.* These are organized by students working with faculty advisers and are in most cases outgrowths of the regular classroom activities. They serve as social centers and prepare for leadership in similar clubs in public schools.

The following organizations are active at the present time: Glee Club, Orchestra, Dramatic Club, French Club, Library Club, Garden Club, Girl Scouts, Debating Clubs, Science Club, Camera Club, Kindergarten-Primary Club, Hobby Club, Men's Club, Men's Athletic Association, Women's Athletic Association. The last offers opportunities for interpretive dancing, bowling, swimming, and many other types of sports.



*Teachers College Publications.* Two regular publications have been established: "Campus Comment", which is issued monthly, and "The Normal Offering", a year book of all college activities.

### CURRICULA

The courses of instruction and training are grouped in departments, as follows:  
*Elementary Department.* A three-year elementary school teachers' curriculum, designed for students preparing to teach in the first six grades of the elementary schools. It is possible for one entering on this course to continue for a fourth year and obtain the degree of Bachelor of Science in Education.

The Kindergarten-Primary division of the Elementary Department includes kindergarten theory and practice in preparation for teaching in primary grades.

*Advanced Department.* A four-year curriculum leading to the degree of Bachelor of Science in Education, designed for students preparing to teach in the junior or senior high school.

#### Elementary Department

(Designed for students preparing to teach in the first six grades)

FIRST YEAR		SECOND YEAR	
COURSES	Semester Hours	COURSES	Semester Hours
Education:		Education:	
1. Introduction to Teaching . . . . .	1	3. The Learning Process . . . . .	2
2. Personal Ethics . . . . .	1	4. Technique of Teaching . . . . .	1
English:		5. Preliminary Practice Teaching . . . . .	5
1. Reading and Story Telling . . . . .	3	English:	
3. English Expression . . . . .	4	2. Dramatization . . . . .	4
Library 1 (use of library) . . . . .	1	4. Methods . . . . .	2
Penmanship 1 (fundamentals) . . . . .	$\frac{1}{2}$	5. Poetry . . . . .	2
Fine and Practical Arts:		Library 2 (children's literature) . . . . .	1
Drawing 1 (principles of art) . . . . .	4	Penmanship 1 (fundamentals) . . . . .	$\frac{1}{2}$
Handicrafts 1 (introductory) . . . . .	2 $\frac{1}{2}$	Fine and Practical Arts:	
Music 1 (theory) . . . . .	1	Drawing 2 (adaptation and appli- cation) . . . . .	2
Mathematics:		Drawing 3 (blackboard) . . . . .	1
1. Fundamentals of Arithmetic . . . . .	2	Music 2 (appreciation) . . . . .	1
Physical Education 1 . . . . .	3	Mathematics:	
Science:		2. Teaching of Arithmetic . . . . .	2
1. General Biology . . . . .	6	Physical Education 1 . . . . .	2 $\frac{1}{2}$
Social Studies:		Science:	
History 1 (survey) . . . . .	2	3. Gardening . . . . .	1
Geography 1 (principles) . . . . .	2	4. Physiography . . . . .	2
	—	Social Studies:	
	33	History 2 (American) . . . . .	2
		Geography 2 (regional) . . . . .	2
			—
			33

#### THIRD YEAR

COURSES		COURSES	
Education:		Fine and Practical Arts:	
8. Applied Psychology . . . . .	2	Music 3 (survey) . . . . .	1
10. Modern Methods . . . . .	1	Physical Education 3 . . . . .	2
12. Curriculum Construction . . . . .	1	Science:	
13. Apprentice Teaching . . . . .	10	9. Civic Biology . . . . .	2
16. History and Principles of Edu- cation . . . . .	1 $\frac{1}{2}$	Social Studies:	
17. Professional Ethics . . . . .	$\frac{1}{2}$	History 5 (American civic prob- lems) . . . . .	2
English:		Geography 3 (teaching) . . . . .	2
7. Reading Methods . . . . .	4		—
12. Survey of Literature . . . . .	4		33

#### Special Notice

Students who desire to teach in the first six grades of the elementary school and who also desire to secure the degree of Bachelor of Science in Education may, upon graduation from the Three-Year Curriculum, as outlined above, return for a fourth year and qualify for the degree by the satisfactory completion of courses as follows:

#### FOURTH YEAR

##### Required:

##### Education:

14. Measurement and the Psychology of Exceptional Children
16. History and Principles of Education
18. Modern Problems

##### Physical Education 4

##### Sociology and Economics

*Elective:* to be chosen from the list of fourth-year electives on page 12.

12  
Advanced Department

FIRST YEAR		SECOND YEAR	
COURSES	Semester Hours	COURSES	Semester Hours
<i>Required</i>		<i>Required</i>	
Education:		Education:	
1. Introduction to Teaching . . .	1	3. The Learning Process . . .	2
2. Personal Ethics . . .	1	4. Technique of Teaching . . .	1
English:		5. Preliminary Practice Teaching . . .	5
1. Reading and Story Telling . . .	3	English:	
3. English Expression . . .	4	4. Methods . . .	2
Library 1 (use of library) . . .	1	6. Junior High School Literature . . .	4
Penmanship 1 . . .	$\frac{1}{2}$	Penmanship . . .	$\frac{1}{2}$
Fine and Practical Arts:		Fine Arts:	
Drawing 1 (principles of art) . . .	4	Drawing 2 (adaptation and application) . . .	2
Drawing 4 (principles of mechanical drawing, for men) . . .	4	Drawing 3 (blackboard) . . .	1
Handicrafts 1 (introductory) . . .	2 $\frac{1}{2}$	Music 2 (appreciation) . . .	1
Music 1 (theory) . . .	1	Physical Education:	
Mathematics:		1. (for women) . . .	2 $\frac{1}{2}$
3. Junior High School . . .	3	2. (for men) . . .	1 $\frac{1}{2}$
Physical Education:		Social Studies:	
1. (for women) . . .	3	History 3 (world) . . .	3
2. (for men) . . .	2	Geography 3 (teaching) . . .	3
Science:		<i>Elective</i>	
1. General Biology . . .	6	French 2 (professionalized subject matter) . . .	6
4. Physiography . . .	8	Library 3 (training) . . .	3
5. Applied Chemical Science (men) . . .	2	Mathematics 4 (algebra and geometry) . . .	3
6. Applied Physics (men) . . .	2	Science:	
Social Studies:		2. Botany . . .	4
History 1 (survey) . . .	2	3. Gardening . . .	2
<i>Elective</i>		11. Chemistry (men) . . .	4
French 1 (introductory) or Library and Physiography . . .	4		
THIRD YEAR		FOURTH YEAR	
<i>Required</i>		<i>Required</i>	
Education:		Education:	
9. Applied Psychology . . .	2	12. Curriculum Construction (or Ed. 15) . . .	2
11. Modern Methods . . .	1	14. Measurement and the Psychology of Exceptional Children . . .	4
13. Apprentice Teaching . . .	10	15. Junior High School Organization (or Ed. 12) . . .	2
English:		16. History and Principles of Education . . .	2 $\frac{1}{2}$
9. Public Speaking (men) . . .	2 $\frac{1}{2}$	17. Professional Ethics . . .	$\frac{1}{2}$
Fine Arts:		18. Modern Problems . . .	1
Drawing 6 (appreciation) . . .	1	19. School Law (men) . . .	$\frac{1}{2}$
Physical Education:		Physical Education 4:	
3. (for women) . . .	2	4. (for women) . . .	1
5. (for men) . . .	1	5. (for men) . . .	1
Science:		Sociology and Economics . . .	4
9. Civic Biology . . .	2	<i>Elective</i>	
<i>Elective</i>		English:	
English:		8. Dramatic Productions . . .	6
10. The English Language . . .	4	11. Journalistic Writing . . .	6
13. Modern Literature . . .	4	14. Selected Prose and Poetry . . .	6
Library 4 . . .	4	Library 6 . . .	6
Library 5 . . .	4	Penmanship 2 . . .	1
Penmanship 2 . . .	$\frac{1}{2}$	Fine and Practical Arts:	
Fine and Practical Arts:		Drawing 7 (history of art) . . .	4
Drawing 5 (design) . . .	1	Handicrafts 2 . . .	3
Practical Arts 1 (shop work) . . .	2	Practical Arts 2 (printing) . . .	3
Music 4 (grades) . . .	1	Music 5 (history of music) . . .	4
French 3 (methods) . . .	5	French 4 (literature) . . .	8
Mathematics:		Mathematics 7 (teaching) . . .	6
5. Solid Geometry and Trigonometry . . .	4	Physical Education 6 . . .	0
6. Mathematical Analysis . . .	4	Science:	
Science:		8. Professional Biology . . .	6
4. Physiography (women) . . .	2	13. Methods in Science Teaching . . .	6
7. Zoology . . .	4	Social Studies:	
10. Gardening . . .	1 $\frac{1}{2}$	History 6 (American) . . .	6
11. Chemistry (women) . . .	2	History 7 (English) . . .	6
12. Historic Geology . . .	4	Geography 5 (correlation of geography and history; meteorology; North America) . . .	6
Social Studies:			
History 4 (modern European) . . .	4		
Geography 4 (economic) . . .	4		



## EXTENSION COURSES

Since 1927, the State Teachers College, in affiliation with the State Department of University Extension, has offered credit courses of collegiate grade in order to provide for graduates of the two and three-year courses the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year course are required to pass satisfactorily courses aggregating thirty semester hours and to take an additional year of work in residence. Graduates of the three-year course are required to pass satisfactorily courses aggregating thirty semester hours. Graduates of the four-year course (without degree) are required to pass satisfactorily courses aggregating fifteen semester hours. These requirements are divided among prescribed and elective courses, and are given in detail as follows:

FOR GRADUATES OF TWO-YEAR COURSE. (See rules 1 and 2.)

Required: 30 semester hours, as outlined below for graduates of three-year course, and, in addition, one year of residence, which may be met as follows:

A minimum of 30 semester hours of work in approved courses is required to satisfy residence for the degree of Bachelor of Science in Education. This requirement may be met by courses taken at a State Teachers College during the academic year (September to June) or in the summer sessions of a State Teachers College, provided these 30 semester hours of work taken for residence credit at the summer sessions are completed within a period of five years prior to the award of the degree, and provided this minimum residence requirement is satisfied in the same State Teachers College as that from which the candidate is to receive the degree.

FOR GRADUATES OF THREE-YEAR COURSE. (See rules 1 and 2.)

Required: 30 semester hours.

	Semester Hours
I. <i>Education</i> (not to exceed 8 semester hours).	
Psychology of Adolescence . . . . .	2
Junior and Senior High School Education . . . . .	2
Measurements . . . . .	2
Elective (if desired to make total of 8) . . . . .	2
II. <i>Subject-matter Courses.</i>	
Advanced English Expression . . . . .	2
Advanced English Literature . . . . .	2
Sociology . . . . .	2
History (to be selected) . . . . .	2
Elective (select Option A or Option B) . . . . .	14
Option A:	
10 semester hours in one of the following: English, French, Geography, Mathematics, and History (including Economics and Government);	
4 semester hours, free electives. (See rule 2.)	
Option B:	
6 semester hours in each of any two of the same fields; 2 semester hours, free electives. (See rule 2.)	

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FOR GRADUATES OF FOUR-YEAR COURSE (WITHOUT DEGREE).

(See rules 1 and 2.)

Required: 15 semester hours.

	Semester Hours
I. <i>Education.</i>	
Psychology of Adolescence . . . . .	2
Junior and Senior High School Education . . . . .	2
Measurements . . . . .	2
II. <i>Subject-matter Courses.</i>	
Advanced English Expression . . . . .	2
Advanced English Literature . . . . .	2
Sociology . . . . .	2
Elective . . . . .	3

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- Rule 1. The amount of work which has been or may be completed under other auspices than the State Department of Education, that may be accepted for credit toward this degree, shall, in the aggregate, not exceed 12 semester hours for graduates of the Two-Year Course and the Three-Year Course, or 6 semester hours for graduates of the Four-Year Course.
- Rule 2. Credit toward the degree shall not be granted for any Collegiate or Extension course under the following conditions:
- (a) If it duplicates work included in the teachers college course which a candidate offers for credit toward the degree.
  - (b) If it covers work more elementary than the courses in the same field as given by the teachers college from which the degree is sought.
  - (c) If it makes the total credits in education to exceed 8 semester hours out of the 30 semester hours required.
  - (d) If it is not approved by the teachers college from which the degree is sought.
  - (e) If it was taken previous to 1920.
  - (f) If it makes either the number of courses taken during any one semester to exceed a total of two courses, aggregating four semester hours of credit, or the number of courses taken during any summer session to exceed a total of three courses, aggregating six semester hours of credit. (This rule effective September 1, 1929, and thereafter.)
- Rule 3. Subject to the approval of the teachers college from which the degree is sought and also subject to Rule 2, c, an advanced course in Applied Psychology or Educational Psychology may be offered in place of Adolescent Psychology, and an advanced course in the field of Elementary Education may be offered in place of Junior and Senior High School Education.

## THE COURSES OF INSTRUCTION

The courses of the first two years are practically the same in all departments; the exceptions include a few electives which are specified under the appropriate subjects. The purpose is to give a background along both cultural and professional lines. Differentiation takes place at the end of the sophomore year, after two years of background study and preliminary practice work.

The courses are evaluated in semester hours. To qualify for a diploma granted to graduates of the Three-Year Elementary Teachers' Curriculum, a student must complete satisfactorily courses aggregating ninety semester hours besides the required physical education. To qualify for the degree of Bachelor of Science in Education, which is granted to graduates of the Four-Year Curriculum, a student must complete satisfactorily courses aggregating one hundred and twenty hours besides the required physical education. The class periods are fifty minutes in length.

## FOUNDATION COURSES

(First two years)

### EDUCATION

#### **Education 1. Introduction to Teaching.** Miss Beal.

This course is based on definite periods of directed observation and reading. It extends from the kindergarten through the grades in succession, with oral and written reports. The aim is to give familiarity with children, schoolroom conditions, and modern methods of teaching, as a basis for understanding the professional purpose of a teacher-training institution.

#### **Education 2. Personal Ethics.** Miss Pope and Mr. Kelly.

This course deals with problems of student conduct and the development of personality. It aims to teach principles of social usage and personal conduct and to help in the creation of ideals of personality so that student-teachers may become sensitive to acts inconsistent with these ideals.

**Education 3. The Learning Process.** Mr. Hunt.

The child is studied as a reacting organism, involving a brief survey of the central nervous system; the acquisition of definite reactions to situations imposed by the child's environment; the inherited nature of the child as expressed in reflexes and instincts; study of the latter as the foundation upon which the teacher builds; with special attention to the instincts particularly involved in education. The general laws which govern economical learning are studied and applied to many schoolroom situations.

**Education 4. Technique of Teaching.** Miss Beal and Miss Lutz.

A comparative and analytical study of methods and materials used in teaching in the elementary grades, through discussion, research, and visits to and demonstrations in the training school. Also a study of problems of classroom management, including discipline; types of lessons; preparation of lesson plans; critical evaluation of the daily program and program-making; activity program; unit teaching; and selection of materials and methods.

This course is designed to furnish a background for practice teaching in the elementary grades.

**Education 5. Preliminary Practice Teaching.** Training School. Miss Beal, Supervisor.

Courses 3 and 4 are taken in close connection with the preliminary practice teaching in the Training School, in which the students serve as assistants in the grades. They study and teach groups of children, organize material for teaching in different subjects, and conduct class exercises.

**Education 6. Kindergarten Theory and Methods.** Miss Marks.

A study of the origin, evolution, and growth of the kindergarten, including its aims, ideals, values, requirements; life and influence of Froebel, Pestalozzi, Montessori, and others; present status of the kindergarten in United States; and influence upon the kindergarten of the changing conceptions of education.

A part of the course is devoted to the study of play materials for young children, traditional and modern; industrial arts and the methods of using materials; and a program for the well-rounded school life of the kindergarten child.

This course parallels practice teaching in kindergarten, thus time is spent in discussing actual classroom situations as they arise during this training period.

**Education 7. Kindergarten-Primary Theory and Methods.** Miss Lutz.

A study in recent tendencies in the education of young children, including the nursery school, pre-school age, kindergarten, and first grade, forms the basis for this course. It includes, also, a study of children's interests and tendencies and provision for the same; meaning and value of unification of the kindergarten-primary grades; social organization of the group; kindergarten-primary equipment, materials, curriculum, etc., and an application of methods in the light of the same.

**ENGLISH****English 1. Reading and Story Telling.** Miss Moffitt.

This course includes: (1) demonstration lessons with children; (2) the leading reading methods used in the schools; (3) study of phonics; (4) story telling; (5) development of good oral and silent reading; (6) supplementary reading, platform reading, and oral themes; (7) preparation of devices, graphs, and informal tests.

**English 2. Dramatization (elementary).** Miss Moffitt.

Dramatization of different types of reading lessons, of history and related subjects. Scenes suitable for Assembly Periods and anniversaries.

**English 3. English Expression.** Miss Davis and Miss Lovett.

(1) Review of English grammar. Tests and drills to establish correct usage in speech and writing. (2) Study of exposition in oral and written work. Study of outlining, and diction. (3) Practice in research, organization, and presentation.

**English 4. Methods.** Miss Davis and Miss Lovett.

(1) Materials and methods of teaching English in the elementary grades. (2) Types of oral composition. Planning and presenting material to the class. Leading class discussions. (3) Written composition. Précis writing, letters, various types of free expression. (4) Short story writing (elective).



**English 5. Poetry (elementary).** Miss Davis.

This course endeavors (1) to stimulate appreciation and understanding of poetry; (2) to give some knowledge of the types and development of English and American poetry; and (3) to study the materials and methods to be used in acquainting children with their rich poetic heritage.

**English 6. Junior High School Literature (advanced).** Miss Hill.

1. Dramatics: (a) Literary study of the drama.

(b) Class presentation of plays.

2. The Oral Interpretation of Literature.

**Library 1. Use of the library.** Miss Carter.

A study of the tools of the library, the system of loan slips, the card catalogue, readers' guides, reference books and other library helps such as pamphlets, pictures, magazines, keeping account of borrowed books.

**Library 2. Children's Literature (elementary).** Miss Carter.

1. A course in the study of children's books; the beginning of literature for children, and its development to the present time. The purpose is to form standards for the choice of reading for children, and to give a knowledge of editions suitable for school and home use.

2. A brief survey is made of books of history, travel, biography, science, art, fiction, and poetry suitable for all the grades, in order to form a background of material which will make it possible to encourage and guide a taste for the best in children's reading.

**Library 3. Library Training (advanced, elective).** Miss Carter.

This course gives practice in the routine work involved in the administration of a school library. Training is given in the mechanics of preparation of books for circulation; in reference work; in the making of bulletin boards, exhibits of books and lists of reading; in methods of teaching library lessons. Illustrative material for school use (including pictures, clippings, pamphlets) is organized. Students act as assistants during library hours. The story-hour is taken up in connection with the Training School Library. Children's literature, based on the State Certificate Reading Lists, is stressed.

**Penmanship 1. Fundamentals.** Mr. Doner.

(1) The aim is to train all students to write well, so that by their skill and example they will be prepared to teach others to write well. The Correlated Handwriting Method is used. The constant aim is to correlate good handwriting with all written work. (2) Blackboard practice; discussion of the current methods of teaching penmanship in the grades; use of standard tests for measuring rate and quality in handwriting; demonstration lessons; and supervised practice.

## FINE AND PRACTICAL ARTS

**Drawing 1. Principles of Art.** Miss Nye.

This course aims to develop appreciation of the beautiful and to help solve various problems in color and design so that the students may gain the habit of using the fundamental principles of art in everyday life.

Opportunity is given to gain skill in — space and tone relations, the expression of ideas with a gradual improvement according to the laws of distance, and the creation of free brush patterns according to the laws of order and their application to objects constructed in Handicrafts 1.

**Drawing 2. Adaptation and Application.** Miss Prevost.

A definite, progressive series of lessons is developed in each subject, including demonstrations and lesson plans, with the discussion of the psychology of drawing. The subjects are grouped as follows: nature drawing; representation, including illustrative sketching and picture design; picture study; mechanical drawing, with application to the making of maps, diagrams, and working drawings.

**Drawing Conferences.** Miss Prevost.

This course includes the teaching of drawing and handwork in the training school. The work consists of two conference periods a week; the preparation of lesson plans and demonstrations in teaching; practical teaching, under direct supervision, in drawing, art crafts, and elementary forms of handwork.

**Drawing 3. Blackboard Sketching.** Miss Nye.

This course gives practice in the various types of work a teacher needs to aid in making her teaching clear and her room attractive.

**Drawing 4. Principles of Mechanical Drawing (for men).** Mr. Kelly.

Designing and making working drawings of furniture, toys, and other useful projects carried on in connection with shop work. Simple machine design, tracing, blue-printing, specifications. Each student submits lesson plans and teaches three lessons to his group before completing course.

**Handicrafts 1. Introductory Course.** Miss Beckwith.

This course aims to give students (1) an appreciation of the beautiful in construction; (2) skill in the use of various materials and tools that children will be likely to use in the schoolroom; (3) adaptation of the principles of art to school and community life.

**Music 1. Elementary Theory.** Miss Rand.

The aim of this course is to give an understanding of the subject matter necessary for teaching music in the first six grades. This includes a working knowledge of the following: — scales, — major, minor, and chromatic; all scale intervals; key signatures; rhythmic forms in common and compound time. Attention is given to tone production, interpretation, conducting, and simple melody writing.

**Music 2. Music Appreciation.** Miss Rand.

The aim is to develop ability to listen to music with pleasure and discriminating intelligence, also to suggest possibilities for further self-instruction. The course includes a study of the most important musical forms; the orchestra; and the works and lives of the great composers from Bach to Stravinsky.

**Music Conference.** Miss Rand.

During the time when the students are in the training school, opportunity is given to teach music under direct supervision. A general conference is held once a week for the discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

## MATHEMATICS

**Mathematics 1. Fundamentals of Arithmetic (elementary).** Mr. Durgin.

Organization of the knowledge needed by students in preparation for teaching arithmetic. The aim is to make the processes rational, to promote speed and accuracy in their use, and to make the solution of problems thoughtful rather than mechanical. Emphasis on the need of checking work and on methods of doing so.

**Mathematics 2. Teaching of Arithmetic (elementary).** Mr. Durgin.

Coordination of previous year's work with knowledge gained in the training school. Individual study of problems of teaching arithmetic. Courses of study, textbooks, and materials.

**Mathematics. 3 Junior High School (advanced).** Mr. Durgin.

This course includes the mathematics for the junior high school grades recommended by the National Committee on Mathematical Requirements. Emphasis is placed on the methods of teaching the subject matter.

**Mathematics 4. Algebra and Geometry (advanced, elective).** Mr. Durgin.

(1) Review of high school algebra with emphasis on methods of teaching. Such advanced topics as time will permit. (2) Review of plane geometry, with special emphasis on original problems, numerical computations, and methods of teaching geometry in the junior and senior high schools.

## MODERN LANGUAGE

(The following courses are open to those in the Advanced Department who have had good high school courses of three years, or their equivalent, in the subject.)

**French 1. Introductory (elective).** Miss Bradford.

This course offers an opportunity to develop a reading ability for cultural purposes and a basis for teaching French. It stresses a thorough knowledge of vocabulary and pronunciation, an inductive analysis of grammar principles, and practice in oral and written self-expression. The authors studied are Molière, Corneille, LaFontaine, and Daudet, supplemented by a text on French civilization, and outside reading of standard fourth-year texts. French is the language of the classroom.



**French 2. Professionalized Subject Matter (elective).** Miss Bradford.

First term — systematic grammar review.

Second term—phonetics and conversation.

Third term—letter writing.

French is the language of the classroom.

**PHYSICAL EDUCATION****Physical Education 1. (for women).** Miss Decker and Miss Caldwell.

The purpose of the department of physical education for women is twofold.

1. Personal—To help each student to develop (a) in general physical efficiency; (b) in the knowledge of a variety of wholesome physical activities; (c) in the highest qualities of sportsmanship and leadership; and (d) in the best health attitudes and habits.

2. Professional—To help the student to develop power in the leadership of children in physical education activities.

The first purpose stated is worked out by means of (a) class work covering a broad program of physical education activities, which includes games, group contests, sports (hockey, basketball, baseball, tennis, archery, winter sports, hiking, dancing [folk, character, and group], apparatus work, tumbling, marching, and gymnastics); (b) the extra-curricular program conducted by the Women's Athletic Association, under the direction of student leaders, and including inter-group and inter-class contests in many of the above-listed activities; (c) courses in personal hygiene and first aid, with special application to individual health habits; (d) individual conferences and follow-up work with students needing advice as to the removal of defects or changes in habits of living; (e) individual corrective work for those having defects correctible by exercise.

The second purpose is worked out through courses in (a) physical education activities for children, including problems of selecting activities, adapting them to the age, sex, and individual needs of the children, and to the varying situations of playground, gymnasium, and schoolroom; (b) methods in teaching these activities, with practice in applying the method in the student's own class and also in the training school; (c) methods in teaching health; (d) the principles of physical education and health education as integral parts of the whole educative process; (e) school hygiene, or the protective function of the school in providing safe and healthful schoolrooms and buildings, the teacher's part in examinations and tests to discover defects and in the effort to secure adequate correction and prevention.

**Physical Education 2. (for men).** Mr. Crosier.

The purpose is twofold:

1. Personal—(a) To develop body control in gymnastics, games, and sports; to establish health habits. (b) To develop ideals of sportsmanship and team work. (c) To develop initiative and leadership.

2. Professional—To train in methods of applying all of the above to children. Methods of organization and promotion of sports as conducted by athletic organizations. Practice in officiating and coaching.

The first purpose stated is worked out by means of (a) a course in hygiene and first aid; (b) gymnasium work, including marching tactics, free-arm exercises, apparatus exercise, gymnastic dancing, group contests and games; (c) The Men's Athletic Association, which conducts athletic contests (soccer, basketball, volleyball, baseball, track and tennis) and supervises the various teams in sports.

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for boys of different ages; (c) methods of presenting activities (giving commands, organizing groups, coaching, etc.), using the class for practice teaching; supplemented by practice teaching in nearby schools.

**SCIENCE****Science 1. General Biology.** Miss Graves and Mr. Stearns.

A fundamental core course which emphasizes the basic principles of biological science and applies them to the life of the teacher and the child. Both the plant and animal kingdoms are surveyed, then the more important biologic problems are considered.

GYMNASIUM







Lectures, discussions, exercises in the laboratory, garden and greenhouse, field trips.

**Science 2. Botany (advanced, elective).** Miss Graves.

A survey of the fundamental facts and principles of plant life. The structure and functioning of the higher plants are studied in detail. Representatives of the great groups of the plant kingdom are examined. The principal families of the flowering plants are reviewed and some practice in identification is given. Economic importance and environmental relationships are also stressed.

Lectures, laboratory work, field and museum trips.

**Science 3. Gardening (elementary, required; advanced, elective).** Mr. Stearns.

The aim is to prepare students to plan, plant, and cultivate a garden. The course includes seed testing; plant structure and physiology; propagation from seeds, cuttings, bulbs, and roots; control of harmful insects and weeds; supervision of home and school gardens.

**Science 4. Elementary Physiography.** Mr. Shaw.

The course includes the practical study of common minerals, building stones and soils, with constant application to the study of geography and to the industries.

The following physiographic agencies are studied: the mechanical and chemical action of the atmosphere; the characteristics and work of rivers; the seas acting on the lands; ground water in relation to caves, springs, geodes and mineral veins; glacial action; vulcanism; physiographic structures and regions in North America as a basis for an understanding of the distribution and activities of its inhabitants.

**Science 5. Applied Chemical Science (for men).** Mr. Shaw.

A study is made of the following subjects: processes needed for the interpretation of nature and of human industries; chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; nitrogen, fertilizers and explosives; carbon dioxide; ventilation; flame and fuel—how to start, control, and extinguish fires; uses of a chimney; characteristics of a good fuel; water—simple tests for the purity of drinking water; location, protection, and ventilation of wells; acids and alkalies—relation; common metals. Considerable attention is also given to laboratory procedure to furnish the basis for the later courses in chemistry.

**Science 6. Applied Physics (for men).** Mr. Durgin.

The aim of this course is to develop power to interpret common physical phenomena in the light of the principles that underlie them; to prepare the student to use the laws of physics as involved in other subjects; and to give him experience in the use of apparatus.

## SOCIAL STUDIES

**History 1. Origin and Development of Civilization.** Mr. Arnold.

The course includes a survey of bases and origins of culture, primitive society, early civilizations, medieval civilization, transition to modern society, development of contemporary society, and factors in social evolution. Consideration is given to the aims, materials, and methods in teaching history in the grades.

**History 2. American History (elementary).** Mr. Arnold.

Much attention is given to securing from secondary materials a systematic development of the most important topics of American history. Reading of historical sources and of magazines of current history is required. The purposes of teaching American history in grades one to six are stressed and practice given in selecting and organizing subject matter suitable for those grades.

**History 3. World History (advanced).** Miss Smith.

A survey of human progress by epochs from the earliest times to the present. Modern methods of study and teaching, including:—a study of objectives, outlining for study purposes, the examination and use of work books, and the presentation of different forms of classroom lessons and activities.

**Geography 1. Principles of Geography (elementary).** Mr. Huffington.

A study of man's response to his physical and life environment through a consideration of type environment and geographic regions. The course aims to build

up the background of principles of geography for the teaching of geography in the elementary school. In addition, analysis is made of a graded course of geography to determine its adaptation to grade work.

**Geography 2. Regional Geography (elementary).** Mr. Huffington.

An intensive study of the continents of North America and Europe by geographic regions, with brief treatment of other continents. Emphasis is placed upon the more important human activities and the possibilities of further human utilization.

**Geography 3. Teaching of Geography (advanced).** Mr. Huffington.

(1) A study of the teaching of geography, including a study of the content, organization, and presentation of the materials for geography teaching in upper grades.

## DIFFERENTIATED COURSES

(Third and Fourth Years)

These courses include: (1) certain required subjects, professional and cultural; (2) two major groups selected from the following list—English, French, history, geography, science, mathematics, and library; (3) minors which may be added to the major groups—art, music, gardening, practical arts, and penmanship.

The courses are arranged in sequence so that a student may select primary, intermediate, junior, or senior high school programs, according to their qualifications.

## EDUCATION

**Education 8. Applied Psychology (elementary).** Third year. Mr. Hunt.

This course follows the general introduction to the learning process and the student's first period of practice teaching. It includes a special study of the psychology of the modern teaching techniques employed in Reading, Spelling, Arithmetic, and Penmanship as a basis for the intelligent evaluation of their own procedures.

A survey of investigations, in each subject, which have supplied the evidence for the selection of modern teaching techniques. An introduction to educational measurement, the diagnosis of class and individual difficulties, and the prescription of needed remedial measures.

**Education 9. Applied Psychology (advanced).** Third year. Mr. Hunt.

A course in the psychology of upper grade and high school subjects, with special attention to its bearing on the teacher's organization of subject matter, methods of presentation, and assignment of lessons, pupil preparation, making the school program, methods of testing achievement, marking, homogeneous classification of pupils, and adaptation of courses to intelligence levels.

**Education 10. Modern Methods (elementary).** Third year. Miss Lutz.

Modern trends in education, their causes and resultant methods; progressive systems of education; diagnosis and remedial work with children; platoon and other types of school organization; problem-project method; ways of stimulating and directing the best study methods and habits; supervised study; criteria for judging procedures and methods; visual education; and group and individual reports of modern educational writings, including texts as well as professional books.

**Education 11. Modern Methods (advanced).** Third year. Miss Beal.

The course includes a study of school conditions and activities in relation to general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the upper grades; research work related to educational problems of the day and to pedagogical literature.

**Education 12. Curriculum Construction.** Third or fourth year. Miss Lutz.

This course includes a consideration of problems relating to the curriculum and subject-matter fields of the elementary school subjects; the principles of curriculum construction; the process of curriculum making or revision; the bearing of current social factors upon curriculum construction; the procedure for setting up objectives, guiding principles, course of study units, and units of instruction; significant educational points of view and their application to curriculum making; and the contribution of research and experimental studies to the selection and arrangement of materials in the curriculum.



The best recent courses of study issued by public and private schools, as well as abstracts of research and experimental investigations in various fields, are used as illustrative material for this course.

**Education 13. Apprentice Teaching.** Third year. Miss Beal, Supervisor.

Extensive teaching, under supervision, in the schools in nearby towns and cities. The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the college. Systematic reports of their readings and work are made to the supervisor by the student-teachers and by the teachers with whom they are working.

**Education 14. Educational measurements and the psychology of exceptional children (advanced).** Fourth year. Mr. Hunt.

The course includes the following topics:

Introductory study of the range of ability for any given age or grade. Survey of investigations as to the relative importance of heredity and environment in producing this variation. Psychology of the normal and subnormal studied to ascertain nature and causes of individual differences.

Study of the development of the modern science of intelligence testing. Work of Binet and the Stanford Revision of the Binet method in America. Training in the application of the above method in actual practice. Study of the best known group tests, with practice in their use.

Study of statistical method of handling the data derived from these tests. Interpretation of results. Diagnosis of class and individual needs.

Survey of modern systems of grading and promotion. Problems of retardation and acceleration. Modifying the content and method of education for defectives. Provisions for the exceptionally bright pupil. Study of current problems of 6-3-3 reorganization, with special study of curricula and program-making in junior and senior high schools.

**Education 15. Junior High School Organization (advanced).** Fourth year. Mr. Hunt.

Survey of the changing concepts of the psychology of adolescence. Conclusions which should influence methods of instruction and control of the early adolescent.

Factors which influenced the change from the old 8-4 plan of public school organization to the 6-3-3 plan. Aims and objectives of the modern junior high school. Consideration of departmental teaching, differentiation of work, educational exploration, educational guidance, extra-curricular activities, homogeneous grouping, and making the junior high school program.

**Education 16. History and Principles of Education.** Third or fourth year. Dr. Boyden.

1. The genesis and development of education in the United States, especially in Massachusetts.

2. A study of the sources and evolution of modern educational systems and methods. The social ideals of other civilizations and other centuries, as influencing education. Search is made for the permanent and universal principles of educational procedure, contemporary educational leaders and literature, educational systems in aristocracies and in democracies. A foundation is laid for future educational reading and research.

**Education 17. Professional Ethics.** Third or fourth year. Miss Pope and Mr. Kelly.

This course deals with problems which the teacher is likely to meet in actual teaching situations. It includes a discussion of the obligations of teachers as members of a profession and the ethical standards which should govern the relationships between a teacher and pupils, parents, school officers, community, etc.

**Education 18. Modern Problems (advanced).** Fourth year. Miss Beal.

Part I. A lecture course to acquaint the student with—

1. Educational opportunities offered by the State Department of Education for: (a) the atypical child, (b) vocational education, (c) Americanization, (d) university extension.
2. Agencies that cooperate with the school for the welfare of the child.
3. Teachers' organizations.

Part II. Problems of classroom teaching; significant differences in methods of teaching; some results of scientific investigations of teaching problems; influences upon methods of teaching exerted recently by contemporaries such as Dewey, Thorndike, Kilpatrick, Judd.

**Education 19. School Law (men).** Fourth year. Mr. Kelly.

The law with which the schoolmaster needs to be familiar; the fundamental laws bearing on state systems of education and the policies by which they are directed; laws affecting organization and support of the several types of schools; the relative educational functions of nation, state and locality; the authority, duties, qualifications and rights of teachers and of school officials, the relative rights of parents and children; compulsory attendance laws, health laws, and the employment laws immediately related to them.

**Education 20. Selective Teaching.** Fourth year.

Certain able students are selected in the different departments to serve as assistants, thus learning the details of teaching and organization in those subjects.

## ENGLISH

**English 7. Reading Methods (elementary).** Third year. Miss Moffitt.

Acquaintance with textbooks dealing with methods of teaching reading. Lesson plans for both silent and oral reading. Diagnostic and standard tests.

**English 8. Dramatic Productions (advanced, elective).** Fourth year. Miss Moffitt.

The aims of this course are: (1) to enable students to organize and direct junior and senior high school dramatic clubs; (2) to plan interesting and suitable programmes for assembly periods throughout the grades.

The work includes: (1) the study of the history of the drama; (2) the reading and selection of plays for junior and senior high schools; (3) the coaching of plays given by sophomores, junior high school pupils, and training school pupils; (4) stage craft; (5) costuming; (6) make-up.

**English 9. Public Speaking (for men).** Third year. Miss Hill.

Platform projects. This course aims to eradicate faults in the use of voice; to establish correct pronunciation; to reveal the relation of voice to social adaptability; and to give opportunity for practice in conversation and in extemporaneous speaking.

**English 10. The English Language (advanced, elective).** Third year. Miss Lovett.

1. An elementary course in the history of the English language, designed to establish a background for the teaching of English expression in junior or senior high school. The course aims to give an appreciation of the service of language to our civilization, and an understanding of the development of its forms which have added to the flexibility and consequent value of the language.

2. The history, aims, and psychology of grammar teaching. Students are expected to plan and teach lessons in grammar, under constructive criticism.

3. Type lessons for junior high schools are planned, presented, and criticized; larger units of study are organized; courses of study are examined and compared.

**English 11. Journalistic Writing (advanced, elective).** Fourth year. Miss Lovett.

1. A course planned for those students preparing to teach English in junior or senior high school, and designed to aid them in starting and directing school publications. The principal work of the course consists of writing articles suitable for school papers. Mechanical correctness and the observance of the fundamental principles of good composition are required in this writing.

2. The subject matter and methods of teaching English expression in the senior high school; a survey of the aims and ideals of the subject; the selection and organization of material; articulation of English with other subjects; minimum English standards; practice in the organization and presentation of material; various phases of testing and grading.

**English 12. Survey of Literature (elementary).** Third year. Miss Davis.

A survey and general reading course for cultural purposes, with the specific aim of developing an increasingly conscious literary taste and judgment.

**English 13. Modern Literature (advanced, elective).** Third year. Miss Hill.

Part 1. The Modern Novel.

Part 2. Victorian Poetry.

Part 3. Modern Poetry.

**English 14. Selected Prose and Poetry (advanced, elective).** Fourth year. Miss Hill.

Part 1. A Survey of World Literature.

Part 2. Twelve Plays of Shakespeare.

Part 3. Literary Criticism.

**Library 4 (advanced, elective).** Third year. Miss Carter.

A course for students of the Advanced Department who are interested in elementary work.

1. Reports on books from the State Certificate Reading List, and from other standard lists, for the elementary grades.

2. Collecting material about children's books and authors.

3. Practice work in the Training School Library.

4. Methods and devices for library hours in the elementary grades.

**Library 5 (advanced, elective).** Third year. Miss Carter.

A course offered to those students who have had Library 1 and 3.

1. Book selection for the Junior High School Library.

2. Methods and devices for teaching use of library.

3. Planning and conducting library hours.

4. Practice work in Training School Library.

**Library 6 (advanced, elective).** Fourth year. Miss Carter.

Advanced library work for those who have had Library 1, 3, and 5.

1. Methods of teaching the use of the library.

2. Book selection.

3. Cataloging and classification.

4. Reference and bibliography.

5. School library administration.

**Penmanship 2 (advanced, elective).** Third and fourth years. Mr. Doner.

Advanced blackboard writing, latest approved methods of teaching handwriting in the grades, Old English text lettering, rapid manuscript printing, Engrossers' Script writing, and writing for the special penmanship certificate. To qualify for this course the student should have at least a B grade in plain, rapid writing.

## FINE AND PRACTICAL ARTS

**Drawing 5. Design (advanced, elective).** Third year. Miss Nye.

Continuation of design in Drawing 1, with more emphasis on symbolism. Application of original patterns to many objects in various mediums.

**Drawing 6. Art Appreciation (advanced).** Third year. Miss Prevost.

A study is made of fine art in relation to the home and to the community. A background of culture for appreciation is given by studying historic forms of architecture and historic forms of furniture and decoration with their modern applications; by studying house planning and building in relation to the environment. The material for class work is furnished by the students as the result of reading and research and the perusal of current magazines. Pictures, photographs, tracings, and drawings are collected.

**Drawing 7. History of Art (advanced, elective).** Fourth year. Miss Prevost.

A general survey of the history of architecture, sculpture, and painting from the Egyptian period to the Renaissance of modern times. The fundamental principles underlying great works of art are studied in order to increase the student's power to select and enjoy good examples of fine art. Required readings, notebooks, and discussions.

**Handicrafts 2 (advanced, elective).** Fourth year. Miss Beckwith.

Fundamental principles in reed work for camp and playground; advanced work in book making and rebinding books; special work for library students; modeling, cementing, weaving, or any phase of handicrafts likely to interest junior or senior high school students.



**Practical Arts 1. Shop Work (advanced, elective).** Third year. Mr. Kelly.

Shop work in a variety of industries. The purpose of the course is to give a practical knowledge of a number of lines of useful handwork for teachers. Articles are made that are required for school use. Repair work that can easily be done by teachers is emphasized. Advanced students are afforded an opportunity for practice teaching with groups from the training school.

**Practical Arts 2. Printing (advanced, elective).** Third or fourth year. Mr. Kelly.

Principles of printing. Orderly procedure in practical shop work in printing by students, affording excellent opportunity for correlation with English department and other departments of teachers college. Each student is required to direct a project selected by a group before completing course.

**Music 3. Survey of Music in Elementary Schools (elementary).** Third year. Miss Rand.

The aim is to give further discussion and practice in methods of teaching music in the first six grades. There is opportunity to compare methods already studied during the training and observation of the first two years.

**Music 4. Creative Music in the Grades (advanced, elective).** Third year. Miss Rand.

A study of how to teach children to compose little songs. Practical work in the Demonstration Room with classes of children, in order to become acquainted with the difficulties and possibilities of this work.

**Music 5. History of Music and Music Appreciation (advanced, elective).** Fourth year. Miss Rand.

The aim of the course is to give power in understanding in order to enjoy the greatest music.

The content of the course is as follows: music, history, periods from primitive to modern; the lives and works of the great composers; analysis of the structure of music as found in the various periods covering the important forms, both vocal and instrumental; technical terms in common use; a study of simple chords; suggestions as to ways in which music appreciation may be taught in the schools.

## MATHEMATICS

**Mathematics 5. Solid Geometry and Trigonometry (advanced, elective).** Third year. Mr. Durgin.

**Mathematics 6. Mathematical Analysis (advanced, elective).** Third or fourth year. Mr. Durgin.

Designed to enlarge, enrich, and coordinate the ideas of algebra and geometry, and to promote the more effective teaching of both subjects.

**Mathematics 7. The Teaching of Mathematics (advanced, elective).** Fourth year. Mr. Durgin.

The course includes discussion of the aims, organization, and methods of teaching mathematics in the junior and senior high schools. It includes, also, consideration of (1) the evolution of our present courses in mathematics; (2) reports of the National Committee on Mathematical Requirements; (3) classroom practice, typical lessons, special devices and equipment; (4) examination of recent textbooks, especially those for the junior high school, and study of literature on the teaching of mathematics.

## MODERN LANGUAGES

**French 3. Methods (advanced, elective).** Third year. Miss Bradford.

Advanced French for cultural purposes.

First term, methodology of language teaching, theory and practice; study of syllabi; examination of textbooks; study of college entrance board questions and new type tests; songs, games, and use of realia, such as imported charts, maps, posters, children's books, victrola records and lantern films.

Second term—The aim of this course is to gain, by means of a correlated survey of the literature and history and study of the geography of France, together with the other factors of French civilization, a general cultural background, with a view to application of the fundamentals thereof in the work with junior and senior high school pupils. French is the language of the classroom.



**French 4. History of French Literature (advanced, elective).** Fourth year. Miss Bradford.

First term, the novel; second term, the drama; third term, poetry and further prose.

Intensive study of the works of representative authors of all the periods, with the chief aims of appreciation of the literature and the establishing of a first-hand knowledge of the life and ideas of another people, with a view to use in the senior high school; extensive outside reading and the writing in French of a paper on the development of a phase of French literature.

Current events and recent methodology are discussed. A short course in general language is given. French is the language of the classroom, and, in the latter course, German, Spanish, and Latin.

### PHYSICAL EDUCATION

**Physical Education 3 (for women).** Third year. Miss Decker and Miss Caldwell.

Special methods and practice in developing festivals, pageants, play days, and meets; first aid; more advanced work in sports, games, dancing, and apparatus.

**Physical Education 4 (for women, advanced).** Fourth year. Miss Decker and Miss Caldwell.

Seasonal activities, with emphasis on student's own recreation needs.

**Physical Education 5 (for men).** Third and fourth years. Mr. Crosier.

A study of methods of organization and promotion, coaching and officiating. Emphasis is placed on practice teaching, initiative, and leadership.

**Physical Education 6 (for men and women) (advanced, elective).** Fourth year. Miss Decker and Mr. Crosier.

Special opportunities for teaching in various situations (special work in the training school and in the Bridgewater Junior High School, and assisting in freshman classes in the teachers college); a conference for discussion of assigned readings in education and physical education, with particular application to problems arising in the immediate teaching experiences; developing special units of work in physical education and health.

### SCIENCE

**Science 7. Zoology (advanced, elective).** Third year. Miss Graves.

A comprehensive view of animal biology which includes a study of several representative animal types in the order of their increasing perfection. The structure, functions, adaptations, economic importance, distribution and ecology of the various great animal phyla are also considered.

Lectures, laboratory work, field and museum trips.

**Science 8. Professional Biology (advanced, elective).** Fourth year. Miss Graves.

The history of biological science and of science teaching in America is outlined. The teaching of biology and the biological units of general science in the junior high school forms the basis of the class work.

Students in the course who wish to gain practical experience are given an opportunity to assist with the work of the biology department. The credit earned in this way varies with the time spent.

**Science 9. Civic Biology.** Third year. Mr. Stearns.

This course includes matters pertaining to public health, bacteria in relation to disease control, animal pests, forestry, and other community problems.

**Science 10. Gardening (advanced, elective).** Third year. Mr. Stearns.

This course is planned for students who are preparing to help in increasing the number and the value of home and school gardens. It includes propagation of plants from seeds, bulbs, cutting, layering, root-division; cleft grafting, budding, pruning, and spraying fruit trees; landscape gardening; construction and use of cold-frames; garden plans; supervision of children's gardening.

**Science 11. Chemistry (advanced, elective).** Third year. Mr. Shaw.

The purpose of the course is to prepare to teach general science and high school chemistry. The first part includes so much of chemical analysis as is essential to an

intelligent study of industrial and economic chemistry. The student learns how to organize chemical facts for a definite purpose, gains insight into chemical processes and procedures, and acquires a useful mastery of laboratory technique. The second part affords opportunity to elect work in water analysis, milk analysis, soil and fertilizer analysis, food inspection and mineral analysis.

**Science 12. Historic Geology (advanced, elective).** Third year. Mr. Shaw.  
A study of the facts of geology as influencing human development.

**Science 13. Methods in Science Teaching (advanced, elective).** Fourth year. Mr. Shaw.

Familiarity with current methods and courses by visits to several junior high and senior high schools, and by critical study of recent textbooks and published courses.  
Working out of projects and lesson plans.  
History of high school science teaching.

## SOCIAL STUDIES

**History 4. Modern European History (advanced, elective).** Third year. Miss Smith.

A background study of the political, social, and economic movements in Europe from 1815 to the present time. The course also includes ways and means of teaching the subject matter. The application and value of such methods as lecture, laboratory, Dalton plan, Morrison plan, etc., are studied. An opportunity for student participation in teaching is given.

**History 5. American Civic Problems (elementary).** Third year. Mr. Arnold.

The most important problems arising out of our economic, social, and political life are studied, including industrial relations, banking, communication, consumption of wealth, the family, recreation, immigration, race, crime, poverty, public health, and local, state, and national governments. There is selection and adaptation from these problems of material suitable for grades one to six. The creation of attitudes is emphasized as strongly as the acquisition of knowledge.

**History 6. Advanced American History (advanced, elective).** Fourth year. Mr. Arnold.

A study of the historical documents and material of American history for a more intelligent interpretation of the economic, political, and social development of the United States. The course is designed for those preparing to teach history in the junior and senior high schools.

**History 7. English History (advanced, elective).** Fourth year. Miss Smith.

A teaching plan of the year's work such as would be suitable for use in Senior High School is worked out by the students. The units are organized and a study of the make-up of each is determined. An opportunity to plan and teach certain topics is offered. Outlines, textbooks, work books, and bibliographies are evaluated.

**Geography 3. Teaching of Geography (elementary).** Third year. Mr. Huffington.

(1) A study of the teaching of geography, including a study of the content, organization, and presentation of the materials for geography teaching in lower grades.

**Geography 4. Economic Geography (advanced, elective).** Third year. Mr. Huffington.

A study of the physical basis of commerce and industry; foodstuffs, raw materials, power, manufactures, markets, transportation; distribution of industries; laws of trade; routes of trade; place of the United States in commerce and industry.

**Geography 5. (A) Correlation of Geography and History. (B) Meteorology. (C) North America. (advanced, elective).** Fourth year. Mr. Huffington.

(A) A consideration of the operation of geographic factors upon the political, economic, and social development of peoples; the influences of location, area, land forms, water bodies, and climate.

(B) A study of the meteorological elements which go to make up climates; classification of climates and their operation as human controls.



NORMAL HALL.





(C) A study of the continent by geographical regions. Emphasis is placed upon the more important human activities and the possibilities of further human utilization.

### **Sociology and Economics**

**Sociology 1. Principles of sociology (advanced).** Fourth year. Mr. Arnold.

Many topics fundamental to a helpful analysis of social life are studied, including: the original and acquired nature of man; the significance of, factors in, interstimulation in, and interpretation of, society; social evolution; freedom, conflict, adaptation and cooperation; heredity and eugenics; values.

**Sociology 2. Applied sociology (advanced).** Fourth year. Mr. Arnold.

American life is analyzed and specific problems are studied. Immigration, race, unemployment, poverty, crime, urban congestion, recreation, child welfare, conservation of human life, social progress and other problems are included.

**Economics. Principles of economics (advanced).** Fourth year. Mr. Arnold.

Industrial expansion in the United States; consumption of wealth; production; distribution; monopolies; the tariff; monetary system of the United States; credit and banking; taxation; economic progress; and plans of economic reform

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REGISTER OF STUDENTS  
1931-1932

I. Elementary Department

FIRST-YEAR STUDENTS (CLASS ENTERING 1931)

Absalom, Lois Darnell*	Norfolk Downs
Adamowska, Mary Anne	New Bedford
Berezin, Ida Rose	Norwood
Bingle, Veronica Dorothy	West Lynn
Cochrane, Virginia*	Quincy
Davis, Velma Edith	Marion
Donahue, Alice Teresa	Norwood
Fair, Virginia Mae	Wollaston
Geiger, Madeline Theresa	Quincy
Gould, Ruth Mary	Rockland
Grade, Doris Elvira	Watertown
Guidoboni, Dolores	Plymouth
Holmes, Patricia	Webster
Hunt, Doris Virginia	Stoneham
Lambe, Sadie Agnes	Weymouth
Levow, Dorothy	New Bedford
Long, Hazel Lillian	Middleborough
Macfee, Jessie Gray	Quincy
Nimmo, Janet Evans	Quincy
Packard, Eleanor Jeanette	Fairhaven
Rider, Ruth Mary*	Dalton
Robinson, Helen Wright	Littleton Common
Stenberg, Doris Ruth	Quincy
Stockbridge, Barbara	Maynard
Turner, Beatrice Mildred*	Dalton
Tutty, Isabel	North Weymouth
Walmsley, Ruth <sup>1</sup>	Fall River
Wild, Doris Frances	Abington

Women, 28

SECOND-YEAR STUDENTS (CLASS ENTERING 1930)

Barnes, Gertrude Anna	Dedham
Brown, Harriet Hill	Lynn
Burr, Ruth Wadleigh	South Hingham
Chace, Carol Esther	South Attleborough
Connell, Helen Mary	Hingham
Davis, Helen Burton	Taunton
Dionne, Rolande Anita	Rehoboth
Ferguson, Mildred Margaret*	New Bedford
Fitzpatrick, Bertha Ann	Foxborough
Fleishman, Sadie	Quincy
Foye, Helen Louise	Brockton
Godfrey, Elois*	Bridgewater
Guy, Alice Louise	Plymouth
Keith, Marjorie Priscilla	New Bedford
Kelsey, Yvonne Thelma	Brockton
Kimball, Ida Bernice	Springfield
Libbey, Barbara French	North Weymouth
Lincoln, Evelyn Shirley	Brockton
Madden, Alice Johanna	Brockton
Maxim, Hazel Mabel	Middleborough
Maxwell, Elsie Lilian	Assinippi
Mendelson, Dorothy Mildred	Brockton
Meyer, Elinor Harriet	North Attleborough
Morgan, Eleanor Mary Aileen	Haverhill
Parker, Eleanor	Bradford
Peterson, Natalie Violet	Medford

\*Kindergarten-Primary.

<sup>1</sup> Present part of first term.

Raleigh, Mary Agnes . . . . .	Brockton
Roberts, Miriam Elizabeth . . . . .	Rockland
Shea, Ruth Bernadine . . . . .	Rockland
Siitonen, Signe Selinda . . . . .	Quincy
Smith, Harriet Lucille . . . . .	Fall River
Taber, Ruth Evelyn* . . . . .	Canton
Vickers, Margaret Doris . . . . .	New Bedford
Wilson, Mae Sylvia . . . . .	Methuen

Women, 34

## THIRD-YEAR STUDENTS (CLASS ENTERING 1929)

Absalom, Grace Hutchinson . . . . .	Norfolk Downs
Arenberg, Maccabeah . . . . .	Rochester
Booth, Dorothy Alice . . . . .	New Bedford
Bryant, Blanche Amelia* . . . . .	Brockton
Burke, Mary Ellen . . . . .	Brockton
Cohen, Henrietta . . . . .	Fall River
Davis, Mary Delphina . . . . .	Stoneham
DeMello, Sara . . . . .	New Bedford
Duffield, Mrs. Margaret . . . . .	Bridgewater
Gennis, Ruth Sarah* . . . . .	Dorchester
Giberti, Marie Elizabeth . . . . .	Whitman
Green, Queenie May . . . . .	Athol
Hanrahan, Marion Ethel . . . . .	Boston
Hockenberry, Reta Louise <sup>1</sup> . . . . .	Springfield
Jaworek, Sophia . . . . .	New Bedford
King, Marjorie Louise . . . . .	Pottersville
Kurtzman, Sadye . . . . .	Quincy
Larkin, Etta Eleanor . . . . .	Andover
Lawrence, Elizabeth . . . . .	Quincy
Loneragan, Ruth Marie . . . . .	East Braintree
MacKeen, Hilda Grace . . . . .	Rock
Moran, Gertrude Esther . . . . .	Milford
Nawrocki, Helena Wanda . . . . .	Brockton
Parsons, Eloise Lucy . . . . .	East Bridgewater
Randlett, Barbara* . . . . .	Newton Centre
Sullivan, Mary Alice . . . . .	Bradford
Tattersall, Helen Cornelia . . . . .	Haverhill
Taylor, Sophie . . . . .	New Bedford
Tynan, Anna Theresa . . . . .	Fall River

Women, 29

## II. Intermediate Department

## SECOND-YEAR STUDENTS (CLASS ENTERING 1930)

Beane, Evelyn Gertrude . . . . .	Brockton
Capuano, Helen . . . . .	Somerville
Castro, Helen Mary . . . . .	Taunton
Crowley, Mary Elizabeth . . . . .	Haverhill
Darche, Eldora Roseanna . . . . .	Brockton
Drohan, Alice . . . . .	Brockton
Gabriel, Isabel Dorothy . . . . .	Quincy
Goff, Jeannette Evelyn . . . . .	Rehoboth
Hadro, Alice Adeline . . . . .	Easthampton
Hawes, Jeannette Fairbanks . . . . .	East Weymouth
Lucey, Bernice . . . . .	Brockton
McKee, Ruth Josephine . . . . .	Hingham
Morse, Marion Elizabeth . . . . .	Canton
Nocivelli, Mary Rose . . . . .	Somerville
Norton, Alice Marguerite . . . . .	Brockton
Smith, Ethel Weston . . . . .	South Hanson
Swanson, Ruth Olga . . . . .	Brockton
Tilton, Mildred Aurelia . . . . .	Vineyard Haven

Women, 18

\*Kindergarten-Primary.

<sup>1</sup> Present part of first term.

## THIRD-YEAR STUDENTS (CLASS ENTERING 1929)

Abbott, Dorothea Elizabeth	Weymouth
Adamczyk, Mary Salomea	Taunton
Alm, Agnes Elizabeth	Taunton
Barker, Helen Madeline	Leominster
Carr, Muriel Amelia	Fall River
Chase, Evelyn Chaplin	Brockton
Denly, Vivian Alberta	Brockton
Donovan, Pauline Cecilia	Stoughton
Doyle, Catharine Louise	Fall River
Drogue, Katherine Marie <sup>1</sup>	Fall River
Foye, Catherine Mary	Brockton
Fredette, Ena	Atlantic
Giles, Elizabeth Gertrude	Springfield
Griffin, Mary Frances	Fall River
Grogan, Lucille Philomene	Turners Falls
Hedin, Helen Lillian	Brockton
Higgins, Ruth Frances	Greenwood
Howland, Virginia Stewart	Brockton
Hubby, Catharine Elizabeth <sup>2</sup>	Lee
Kay, Violette Palmer	Fall River
Kershner, Rose	New Bedford
Larkin, Cecilia Agnes	Brockton
LeMaire, Alma Sarah	Taunton
Marder, Sarah Bessie	Taunton
McKenney, Helen Frances	Brockton
Meal, Ellen Elizabeth	Fairhaven
Michel, Grace Evelyn Bryant	East Longmeadow
Monahan, Mary Elizabeth	Brockton
Moynihan, Alice Catherine	Brockton
O'Keefe, Mary Jean	Taunton
Plaza, Angeline Sophie	New Bedford
Quigley, Honora Teresa	Milton
Reardon, Margaret Louise	South Braintree
Ring, Marion Helen	Haverhill
Ryan, Frances Ellen	South Braintree
Ryan, Gladys Mae	East Braintree
St. Laurent, Lucy	Fall River
Sheinuk, Rose Bertha	Taunton
Stub, Jane	East Weymouth
Weston, Virginia Margaret	Bridgewater
Winning, Helen Eunice	Lowell
Wright, Amy Florence	Groton

Women, 42

## III. Advanced Department

## FIRST-YEAR STUDENTS (CANDIDATES FOR DEGREE 1935)

Bates, John Sayward	Somerset
Brewer, Harold Henry	Great Barrington
Callahan, Charles Edward	Abington
Castle, James Kenneth	Boston
Champagne, Francis Cyprien	Taunton
Collari, Henry John <sup>1</sup>	Hyde Park
Cook, Raymond Freeman	Sagamore
Coombs, Kenneth Carlton	Nantucket
Gregory, Samuel Francis	Avon
Haggerty, Earl Joseph	Rockland
Hancock, Robert Augustin	Franklin
Higgins, George Edward	Chelsea
Hill, Paul DuBertrand	Burlington

<sup>1</sup> Present first term.<sup>2</sup> Present part of first term.



Jacobsen, George Haugsted	Avon
Jones, George Alfred	Braintree
Kiernan, Owen Burns	Randolph
Mahoney, Harold Joseph	North Abington
Meyers, David	Dorchester
Morris, George Edward, Jr.	Fall River
Murphy, Kenneth Francis	Vineyard Haven
Ross, Donald Elmo	Braintree
Welch, Donald Thomas	Middleborough
Amoroso, Conceda Carmel	Quincy
Amsden, Madeleine Elizabeth	Brookfield
Anderson, Ruth Perry	Middleborough
Baker, Marjorie	Bass River
Baldwin, Doris Estelle	Middleborough
Bates, Emily Sayward	Somerset
Bearce, Dorothy Wardwell	East Weymouth
Behan, Marian Josephine	Holbrook
Bissonnet, Emma Rita	Taunton
Buelow, Mae Christabelle	Furnace
Burrill, Florence Dunham	Bridgewater
Burrill, Frances Watson	Bridgewater
Campbell, Mary Garvey	Bridgewater
Carroll, Jane Hathaway	Bridgewater
Carter, Arlene Wright	East Weymouth
Caruso, Josephine Margaret	East Weymouth
Chestna, Anne Margaret	Bridgewater
Cook, Claire Agnes	Brockton
Cornish, Elizabeth Alden <sup>1</sup>	Quincy
Cushman, Marion Eaton	Bridgewater
Cushman, Mildred Murray	Bridgewater
Deans, Mary Ellen	Plymouth
DiBartolomeo, Mary	Quincy
Doherty, Teresa Edith	Taunton
Dupuis, Ellen Agnes	Holland
Ellis, Bertha Lois	Chelmsford Center
Feindel, Caroline Tuck	Wakefield
Flynn, Mary Rita	Fall River
Foley, Alma Elizabeth	Fall River
Forrest, Mildred Mary	Randolph
Fuller, Olive Harriet	Brockton
Giberti, Florence Costa	Middleborough
Gilligan, Ellen	Middleborough
Grant, Grace Anne	Wakefield
Guilmartin, Alice Josephine	Quincy
Harlow, Wilmar Couzens	West Bridgewater
Haselgard, Eva Davis	Gloucester
Haslett, Thelma Louise	Abington
Hayden, Edith Miriam	Quincy
Hayes, Arlene Mary	Beverly
Hirtle, Esther Marion	Wollaston
Hofferty, Kathleen Marie	Quincy
Holbrook, Esther Elizabeth	Whitman
Holmes, Eleanor Margaret	Whitman
Hosford, Olive May	Amesbury
Hultstrom, Harriett Martha	Norwood
Ingram, Frances Greta	Falmouth
Jacobs, Grace Angelia	Rockland
Jenkins, Ethel Mae <sup>1</sup>	Arlington
Johnson, Edythe Irene	Watertown
Johnson, Elsa Elizabeth	Brockton

<sup>1</sup> Present part of first term.

Joseph, Bertha Catherine	Brockton
Kalman, Rose Ida	Brockton
Kelleher, Arlene Agnes	Haverhill
Kelly, Marie Catherine	Norwood
Kennedy, Edna Lorraine	Taunton
Kidd, Bessie Irene	Lynn
Kidston, Hilda Marie	Merrimac
King, Eleanor	Peabody
Kitson, Demetra	Haverhill
LaGreca, Enes Sarah	Taunton
Lane, Elinor Stanwood	Gloucester
Lawton, Marion Rosabell <sup>1</sup>	Taunton
Lawton, Ruth Mary	North Westport
Lema, Alice	Plymouth
Leppala, Esther Aina	West Quincy
Lindsay, Doris Capron	Gardner
Linehan, Helen Rita	Bradford
Lloyd, Eileen Winnifred	South Dartmouth
Lothrop, Marietta Elva	West Bridgewater
Mannion, Ruth Elizabeth	Everett
Martin, Christine Margaret	Mansfield
Maynard, Elizabeth Marie	Greenfield
McCann, Dorothy Helen	Chelsea
McGinn, Helen Josephine	Lynn
McLaughlin, Mary Elizabeth	Randolph
Munro, Margaret Lovisa <sup>1</sup>	Methuen
Obshatkin, Helen Eleanor	Taunton
Paquin, Cheridah Adelaide	Middleborough
Parmenter, Jeannette Wells	Eastondale
Payne, Esther Louise	Beverly
Pebler, Elizabeth Theresa	Wollaston
Perkins, Cecilia	Franklin
Perry, Rose	Taunton
Pilote, Dorothea Alice	Whitman
Portmore, Harriet Hemenway	Wellesley
Pray, Myrtle Elizabeth	Weymouth
Prescott, Hazel Sabra	Chelmsford
Renzi, Beatrice Elder	Beverly
Roberts, Mary Elizabeth	Provincetown
Robinson, Dorothy Evelyn	Middleborough
Ryan, Mary	Plymouth
Ryder, Phyllis Marie	Stoughton
Savage, Alice Adele	Quincy
Scott, Marion Amy	Reading
Shea, Ellen Marie	East Bridgewater
Shea, Mary Fielding	South Groveland
Smith, Celia Humphrey	Middleborough
Smith, Hazel Evangeline	Weymouth
Smith, Lemira Campbell	Middleborough
Souza, Alice Rita	Middleborough
Springer, Helen Frances	Plympton
Stark, Lily	Chicopee
Sullivan, Esther Marion	Medford
Sullivan, Ruth Anna	Bradford
Tripp, Anna Louise	North Westport
Tripp, Audrey Louise	Westport
VanCampen, Ruth	Taunton
Walker, Irene Elizabeth	Attleboro
Williams, Barbara Edith	Framingham
Wormwood, Hazel Ruth	West Groton

Men, 22; women, 111

<sup>1</sup> Present part of first term.

## SECOND-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1934)

Aherne, Charles Frederick	North Abington
Cadwell, Harvey Graham	Kingston
Cameron, Kenneth Allen	North Plymouth
Copeland, Chauncey Jerome	Bridgewater
Curley, Richard Kent	East Bridgewater
Deane, Walter Elston	Hanover
Dunn, Edward	Bridgewater
Fanning, Francis James	Fall River
MacDonald, Minot Bernard	South Boston
Mears, Hilton Frank	Belmont
Moore, Simon Henry	Bridgewater
Morey, Joseph Foley	East Bridgewater
Nelson, Clifford Roy	Norwood
Parris, Frank Earle	South Hanson
Peterson, Otto Alfred, Jr. <sup>1</sup>	Stoughton
Small, Frederick Alberto <sup>2</sup>	Yarmouth
Smith, John Joseph	Plymouth
Spracklin, Harry Edward	Chelsea
Sukeforth, Earle Benjamin	East Bridgewater
Teeling, Joseph Drinkwater	Bridgewater
Wood, Alfred Lovell	Middleborough
Abbott, Helen	Gardner
Alexander, Dorothy May	Holyoke
Anderson, Olga	Townsend Harbor
Bariteau, Kathryn Mary	Maynard
Beach, Madeline	West Springfield
Beede, Ethel May	Lynn
Bernier, Eva Cecelia	North Weymouth
Bianchi, Sylvia Anna	Quincy
Bliss, Phyllis Edythe	Fall River
Boucher, Mildred Catherine	Taunton
Bowman, Mildred Kathryn	Middleborough
Brittan, Olive Compton Pearson	Newton Centre
Bulger, Virginia Mae	Malden
Caswell, Madeline Gertrude	Middleborough
Clark, Marjorie Phyllis	Weymouth
Clarner, Doris Buffinton	Swansea
Colby, Dorothy Pearl	Attleboro
Coleman, Priscilla Howland	Nantucket
Cullen, Mary Angela	Fall River
Curley, Grace	East Bridgewater
Davidian, Gladys Arsen	New Bedford
Davis, Evelyn Frances	Wellesley Farms
Deplitch, Marion Middleton	Fall River
Dix, Barbara Tellier	Melrose
Drevinsky, Polly Veronica	Middleborough
Dunlavy, Elizabeth Whipple	Wollaston
Dymowska, Bertha	Mattapan
Fenton, Alice Louise	Taunton
Ferris, Ruth Knight	East Lynn
Fisher, Miriam Doris	East Bridgewater
Ford, Virginia Alice	Rockland
Freitas, Bessie Trigueiro	Fairhaven
French, Ruth Elizabeth	South Vernon
Galipeau, Lucienne Jeanne	Taunton
Gavin, Glenda Gertrude	Randolph
Gillen, Edith Althea	Merrimac
Ginnetty, Anna Elizabeth	Randolph
Henriksen, Gunvor Nella	Milton

<sup>1</sup> Entered third term.<sup>2</sup> Present first term.



Henry, Ruth Gardam . . . . .	Waltham
Hixon, Dorothy Minnetta . . . . .	Melrose
Homer, Alice Marie . . . . .	Brockton
Hunken, Marjorie Ada . . . . .	Attleboro
Johnson, Helene Dolores . . . . .	Wollaston
Johnson, Marie Catherine . . . . .	Quincy
Kimball, Margaret . . . . .	Newburyport
Knox, Grace Louise . . . . .	Easthampton
Koss, Ruth Olive . . . . .	Quincy
Lamm, Phyllis Graceley . . . . .	Hull
Larchar, Carolyn Tisdale . . . . .	Webster
Leary, Elizabeth Helen . . . . .	Fall River
Levering, Mary Edna . . . . .	Brockton
Lewis, Ella Kenworthy . . . . .	Pottersville
Lindberg, Esther Irja Linnea . . . . .	Quincy
Lindstrom, Alice Louise . . . . .	Brockton
Magnant, Alice Louise . . . . .	Atlantic
Mason, Dora Beatrice . . . . .	Bridgewater
Mattson, Helen Josephine . . . . .	Norwood
McEnelly, Ethel . . . . .	Lynn
McHugh, Loretta Mary . . . . .	Taunton
McKenna, Susan Gertrude . . . . .	Taunton
McMahon, Doris Helen . . . . .	Brockton
McManus, Marguerite Zita . . . . .	Taunton
McMurdie, Olga Johanna Elizabeth . . . . .	Needham
Mitchell, Laura Gertrude . . . . .	Waltham
Mock, Clara Althea . . . . .	North Falmouth
Molloy, Margaret Mary . . . . .	Haverhill
Moran, Mary Marcella . . . . .	Longmeadow
Moren, Mildred . . . . .	Hyde Park
Murray, Charlotte Winnifred . . . . .	Arlington
Nash, Marion Elizabeth . . . . .	Norwood
Nolan, Mildred Arleen . . . . .	Middleborough
Norton, Frances Anacleta . . . . .	Amesbury
Olson, Alice Emilia . . . . .	North Weymouth
Pickens, Anna . . . . .	Stoneham
Reynolds, Dorothy Marion . . . . .	Somerville
Robie, Muriel Elizabeth . . . . .	Fayville
Saley, Geraldine Lois . . . . .	Brockton
Sampson, Dorothy Mary Jane . . . . .	Dalton
Sanford, Ruth Adeline . . . . .	Chestnut Hill
Shaffner, Emily Louise . . . . .	Newburyport
Shaw, Dorothy Miner . . . . .	Huntington
Shea, Maureen Madeleine . . . . .	Chicopee Falls
Sia, Vera May . . . . .	Hull
Sizer, Ruth Miriam . . . . .	Melrose
Smith, Olive . . . . .	Springfield
Staforwic, Anna Mary . . . . .	Taunton
Stromdahl, Freeda Elizabeth . . . . .	Lynn
Thibault, Nathalie Inez . . . . .	Middleborough
Tobin, Constance Bell . . . . .	Bridgewater
Tosi, Louise Edvige . . . . .	Plymouth
Trulson, Bernice Elsie . . . . .	Norwood
Wanelik, Marion Rose . . . . .	Lynn
West, Louise Irvén . . . . .	North Pembroke
Westgate, Dorothy Alberta . . . . .	Taunton
Young, Mildred Swan . . . . .	Scituate

Men, 21; Women, 95

## THIRD-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1933)

Avitabile, Albert . . . . .	Braintree
Ford, Paul . . . . .	Brockton

Johnson, Clifford Bertram	Waltham
Johnson, William George	Wollaston
Lerner, Louis	Dorchester
Linehan, Urban Joseph	Bridgewater
Lowder, George Philip	Arlington
McMahon, Francis Joseph	Pittsfield
Milici, Louis Victor	Roxbury
Nagle, Robert James	Fall River
Nardelli, Walter	Brockton
Naverouskis, Vincent	Brookville
Nelson, Ralph Henderson <sup>1</sup>	Waltham
Solmer, Samuel	Taunton
Stanley, James Eamon	New Bedford
Sweeney, John Francis	Bridgewater
Welch, Edward Francis	North Abington
Allen, Mary Elizabeth	Marion
Baker, Florence Geneva	Brookline
Baranowski, Leocadia Teresa	Easthampton
Bell, Clarece Dunham	Wellfleet
Biscoe, Evelyn Louise	East Norton
Boland, Mary Josephine	Brockton
Brettell, Ruby Elaine	Melrose
Burrill, Harriet	Bridgewater
Carle, Edith Louise	Bridgewater
Carroll, Mary Agnes	Bridgewater
Chace, Pamela Hartley	New Bedford
Chasse, Evelyn Catherine	South Easton
Chatterton, Dorothy Catherine	Lynn
Collins, Marion Burnham	Gloucester
Dick, Alice	West Warren
Dunn, Verda Florence	Hingham
Dyer, Mary Elizabeth	Taunton
Fish, Dorothy Ellen	Milton
Fitts, Beatrice Vinton	Quincy
Foote, Katherine <sup>1</sup>	Holyoke
Glidden, Doris Blackstone	South Weymouth
Glidden, Ruth Verna	North Middleborough
Gregory, Ruth Madeline	Winchendon
Harrington, Marjorie Violet	Stoughton
Heikkila, Hilda Helen	West Quincy
Henderson, Elsie May	Norwell
Hewitt, Louise	Pembroke
Horton, Barbara Tucker	Canton
Howe, Elaine Goodrich	Bolton
Hunt, Beatrice Alice	Plymouth
Keith, Marion Irene	East Bridgewater
Krupka, Stella Helena	Randolph
Laird, Gertrude Louise	Montello
Laramée, Mabel Helene	Palmer
Leary, Anna Katherine	Fall River
Lewis, Mary Cecilia	Provincetown
Libbey, Mrs. Louise Bryant	Brockton
MacDonald, Mildred Kidder	Gloucester
MacGinnis, Doris Vivian	Marlborough
MacLeod, Myrtle Ruth	Atlantic
Martin, Eleanor	Marlborough
Mitchell, Aloyse Veronica	New Bedford
Morris, Mona Elizabeth	Norwood
Murley, Helen Elizabeth	Fairhaven
Murray, Ethel Frances	Brockton

<sup>1</sup> Present part of first term.

Nisula, Miriam Elizabeth	West Quincy
Nugent, Ruth Anne	Winthrop
Pratt, Louise Mildred	Whitman
Rafkin, Helen	Brockton
Sarson, Marie Gertrude	Brockton
Schreiber, Eleanor Elizabeth	Plymouth
Sherman, Elouise Gwendolyn	South Easton
Smith, Jane Mary	Marion
Spellman, Doris Helen	Somerville
Stewart, Phyllis Muriel	Barre
Tarr, Esther	Gardner
Taylor, Elsie Hildegard	South Dartmouth
Tinsley, Rose Alma	Bridgewater
Vaughn, Dorothy Ellen	Whitman
Vinal, Barbara Blakeney	Middleborough
Waaranen, Irma Ilona	Gardner
White, Emma Story	Brockton
Wightman, Alice Annette	Melrose

Men, 17; women, 63

## FOURTH-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1932)

Ash, John Leo	Rockland
Bozoian, Kacher	Avon
Bulotsky, Nathan	Taunton
Carey, William Bernard	Rockland
Carreiro, John Anthony	Fall River
Carroll, Patrick Francis	Bridgewater
Ciccione, Mario Augustus	South Barre
Clough, Charles Irving	Whitman
Collen, Paul Robert	Orange
Coté, Ernest Harlow	East Bridgewater
Cronin, William Joseph	Worcester
Cullen, Thomas Patrick	Fall River
Curley, William Edward	East Bridgewater
Daly, John Francis	Worcester
Desmond, Frank	Fall River
Heney, Hugh William	Randolph
Leahy, Edward Joseph	Gilbertville
Osborne, Ralph William	Brockton
Pimentel, Alfred	Plymouth
Pratt, Charles Eugene	East Carver
Reckards, Herbert Charles	Holbrook
Russo, Guy Joseph	Fitchburg
Shockley, John Alden	Bridgewater
Trafton, Walker Burt	New Bedford
White, Franklyn Oscar	Avon
Ahonen, Olga Emma	East Sandwich
Alm, Cerise Matilda	East Walpole
Anderson, Kathleen Bonnie	Atlantic
Atwood, Alice Louise Hibbard	Bridgewater
Aulbach, Mary Teresa	Quincy
Averill, Dorothea	Edgartown
Borden, Louise	Fall River
Borsari, Jennie Rose	Bridgewater
Brace, Grace Mary <sup>1</sup>	Brockton
Bridges, Mary Rita	Somerville
Bridges, Ruth Mary	Somerville
Burns, May	East Braintree
Clarke, Anne	Methuen
Cleary, Helen Theresa	Whitman

<sup>1</sup> Present part of first term.



Coakley, Loretta Mary	Norwood
Cobb, Dora Louise	Middleborough
Cobb, Florence Evelyn	Hyde Park
Comeau, Priscilla Greeley	Haverhill
Conathan, Helen Josephine	Brockton
Creeden, Dorothy Agnes	Brockton
Duffy, Ethel Mary	Taunton
Eddy, Claire Frances	Webster
Fall, Ruth Mary	Watertown
Farrar, Margaret	South Lincoln
Ferguson, Jean Catherine	Canton
Gould, Sadie Mae	Fall River
Gray, Lillian Irene	Brockton
Hart, Barbara Elizabeth	Milton
Hartt, Florence Esther	South Weymouth
Jackson, Louise Dorothea	Fall River
Kenneally, Helen Theresa	Whitman
Kerness, Florence June	Fall River
King, Bettina	Melrose
Lennon, Olive Winnifred	North Weymouth
Lord, Ruth Frances	Brockton
Lord, Virginia	Melrose
Marsden, Ruth	Monson
McNearney, Mary Elizabeth	Taunton
Nelson, Beatrice Martha	Haverhill
Ney, Margaret Cecelia	Fall River
Parmenter, Harriette Elizabeth	Rockland
Petluck, Ruth Beverley	Chicopee
Pickering, Camilla Chatburn	Fall River
Post, Effie Morton	Fall River
Pray, Barbara Hoffses	Weymouth
Quartz, Elizabeth Harrison	North Plymouth
Roberti, Irene Mary	Sandwich
Saulenas, Victoria Magdalen	North Abington
Schaier, Mildred Anna	Norwood
Seaver, Beatrice Louise	Chicopee Falls
Southwick, Doris Eunice	Athol
Stetson, Ruth Swan	Marshfield Hills
Sullivan, Helen Josephine	Lawrence
Sullivan, Margaret Mary	Randolph
Sullivan, Mary Evelyn	Fitchburg
Suttill, Sara Helen	South Natick
Sweeney, Mary Helen	Quincy
Terry, Rosamond	Nantucket
Tiihonen, Aileen Martha	Peabody
VanHouten, Margaret	Amesbury
Viglione, Clara	Framingham
Whittier, Eunice Evelyn	Haverhill

Men, 25; women, 62

## Summary

	Men	Women	Total
Department I, Elementary:			
Class entering 1931 (first year) .....	—	28	28
Class entering 1930 (second year) .....	—	34	34
Class entering 1929 (third year) .....	—	29	29
Department II, Intermediate:			
Class entering 1930 (second year) .....	—	18	18
Class entering 1929 (third year) .....	—	42	42
Department III, Advanced (Degree):			
Candidates for Degree, 1935 .....	22	111	133
Candidates for Degree, 1934 .....	21	95	116
Candidates for Degree, 1933 .....	17	63	80
Candidates for Degree, 1932 .....	25	62	87
	—	—	—
Totals for the year .....	85	482	567
New admissions this year .....	32	153	185
Graduated, 1931:			
Degree .....	22	66	88
Diploma .....	—	62	62
Whole number admitted from the beginning .....	1,731	8,641	10,372
Whole number of graduates:			
Degree .....	101	265	366
Diploma .....	969	5,905	6,874
Whole number receiving certificates for special courses . .	40	245	285
Number enrolled in Training School, September, 1931 . .	—	—	382





